

A public inquiry into the affairs of William Tyndale School in the London borough of Islington opens at 10 am on Monday at County Hall under the independent chairmanship of Mr Robin Auld, QC. Its brief is "to inquire into the teaching, organization and management of the William Tyndale junior and infant schools". The inquiry is expected to take up to five weeks.

Apart from the chairman, the committee of inquiry is composed of members of the authority, all of them nominated or co-opted, none elected. Mrs Leila Campbell (Labour), vice-chairman of the schools subcommittee, and Mr Reginald Watts (Conservative), are nominated by Camden and West-

minster respectively. Mrs Dora Loftus is an additional Labour member of the IEA and Mr George Carter, head of Isaac Newton Comprehensive, is nominated to the IEA as a teacher additional member.

The fact that it is the authority's own inquiry is itself causing complaint from those who fear that the IEA's own actions—or lack of them—during the past two years will not be fully investigated.

The managers: united front

The managers will be submitting joint evidence to the inquiry, and some of them will also put in their own statements. These will mainly consist of their version of particular events, but some of them, particularly Robin Mabey, will be seeking to raise broader issues about the role of the authority and the responsibility of managers.

Though there are divergent views, managers agree that much is at stake at the school, that the authority should have acted sooner, and that the school should not be closed.

There are 13 managers, six appointed by the majority party in IEA, one by the minority party, five by the borough council, plus representatives of the parents and the teachers, a representative of the London Institute of Education, plus heads of the infant and junior schools.

Brian Tennant replaced Stella Burnett as chairman of the IEA in February. An economic consultant specializing in the Third World, and a partner in Transport and Tourism Associates, First and second degrees in economics from LSE, Liverpool and Edinburgh, he has worked for the Kenya government, Hargreaves, Labour Party member, and ward secretary.

He has grown increasingly dissatisfied with what he regarded as the appointment policy which was being pursued by IEA. As chairman he has deliberately pursued a policy of confrontation.

Stella Burnett, chairman from September 1973 to February this year. All staff members involved in the dispute, except Brian Haddow, were appointed or allocated to the school during her tenure. Labour party member and ward, treasurer, a trained teacher, and governor of Islington Green Comprehensive. She used informal meetings to try to avoid open conflict in the managers' meetings.

Robin Mabey, proposer of a managers' motion last October which supported the school in the hope that changes would be made. By Spring he was becoming worried at the "lack of learning".

Labour councillor and also a governor (ex-chairman) of Islington Green. He has a child in the nursery part of William Tyndale. Town planner, graduate in politics and economics from Durham.

Elizabeth Headless, co-opted 10 months ago as an experienced manager. Labour Party member, chairman of the governors of Barnsbury Girls' School, manager of another primary school in the area. Social worker and magistrate. A school manager for 14 years.

Adam Roberts, lecturer in industrial relations at LSE since 1968, freelance writer and broadcaster. Unemployed member of the Labour Party and copied in January this year. Former editor of *Peace News* and prominent at LSE during the events of 1968.

G. J. Martindale, Post Office engineer, Labour Party member, trade unionist and chairman of Islington trades council. Given to somewhat cumbersome insistence on correct procedure.

Sutish Sharma, a manager since this March. He came from India 16 years ago, and is an assistant architect while he works his way through evening classes at NE London Polytechnic. Three children, two of them at William Tyndale infant school. Founder member of the Middlesbrough community association and Labour Party member.

The other Labour nominees among the managers are not party members, though they have agreed to support the Labour party's educational views in broad terms. South Islington Labour party is unusual in encouraging interested people who are not party members to join the panel from which governors and managers are appointed.

Aelfrith Gittings, has three children, one in the nursery school, one who has left after completing his time in the infant school, and one who was taken away from the junior school last October. As parent and manager she, with Denise Dewhurst, parent manager for the junior school in 1973/4, and Valerie Fairweather, vice-chairman of the managers and also a parent, were the first to complain to Mr Ellis and then to their chairman.

Along with Mrs Burnett, then chairman, they were the four who attended the "secret" meeting at divisional office in July 1974, and were later much criticized by the teachers for doing so.

The other two Labour nominees are Mrs Y. Mayer, a local doctor's wife, a manager of two other local schools, and Mrs Sandra Dilks, lecturer in French at North London Polytechnic.

Norma Morris, a probation officer, former Islington councillor, and the sole Conservative nominee. She has supported all the managers' resolutions, but has felt rather beleaguered. She particularly regrets the early informal meetings and thinks more formal proceedings might have achieved more.

John Bolland, senior lecturer in dance and movement studies at Middlesex Polytechnic, and a former Institute of Education representative. Various descriptions as a brake on the wilder excesses and a nuisance who insisted on professional assessment, he formally moved the unsuccessful motion calling for a DES inspection.

The heads of both junior and the infant schools are on the managing body, as are Brian Haddow, the elected junior school staff representative, and Mrs M. A. Jeyasingh, elected infant staff representative. In encouraging interested people who are not party members to join the panel from which governors and managers are appointed.

He sees some relevance in the fact that two of the teachers who supported the inquiry were Mr and Mrs Haddow. Mr Haddow, a teacher at a Pinner Park School who was the subject of an inquiry into his grammar school, Parkers' Foundation in Barchin Green, from there, King's College London and a degree in general studies—French, English and History. Then two years as an English language assistant in France.

He came back to teach in the East End on supply, decided to make a career in teaching and studied part-time at the Institute of Education for a diploma in primary education. He got his first appointment in 1962, became a deputy head six years later. He was deputy and acting head at the Charles Lamb School in Islington. His reputation there was high and former colleagues will give evidence for him at the inquiry.

Terry Ellis was reluctant to give up his educational philosophy and his educational philosophy was a public inquiry into the affairs of William Tyndale School in the London borough of Islington opens at 10 am on Monday at County Hall under the independent chairmanship of Mr Robin Auld, QC. Its brief is "to inquire into the teaching, organization and management of the William Tyndale junior and infant schools". The inquiry is expected to take up to five weeks.

The teachers will be paid while attending the inquiry full time and will not therefore be in school. Terry Ellis, 31, he says, is a hard-working class success story. He is a keenly close to how he went to one of inner London's own peculiar equivalents of the grammar school—Parkers' Foundation in Barchin Green. From there, King's College London and a degree in general studies—French, English and History. Then two years as an English language assistant in France.

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The parents: up in arms

Many of the most articulate parents, particularly those who were managers, have withdrawn their children.

This exodus shows in the dramatic drop in the junior school roll from 233 in 1973 to 114 now. A drop much too large to be accounted for by movement out of the area—and in any case the roll of other schools has risen.

Those who remain are much in the spotlight. Mr and Mrs John Barnett, who live in a block of aging flats behind the school, were among those who kept their children away. On Monday only 57 of the 114 on the roll turned up, well below the numbers who had been attending during the strike.

Mr Barnett, an exhibition foreman, said that his two blonde daughters, Sharon, nine, and Denise, seven, were not being taught anything, and were not hungry. "We're going to get something done about the school, so parents," he says, confidently. "We're not sending our kids there while it's like this."

He says that on five occasions he has found his son Paul, now 10, out playing in the road when he should have been in school. Paul could not read when he left William Tyndale, but after two months at another school was now quite good at it.

Mrs Ivy Eldridge has boys aged seven and 10 at the school, where she worked on the domestic staff until this year. "I think Mr Ellis and the teachers have the interests of the children at heart," she says. "They really care about all the children, without discriminating in any way."

"I get very angry when I see these things in the papers about them being Marxists. If Mr Ellis were a Marxist I certainly wouldn't support him in any way. Having worked in the school, I know that they don't bring politics into the teaching in any way."

Mrs Beryl Ward is a former pupil of William Tyndale School, her father, who works with Mrs Taylor, now has her children at the school, but takes a close interest in what the staff are trying to do. "I don't like talking in class," she says, "but it seems to me that what happens here is fine. Middle class children whose parents make sure that they can take an interest in what they are doing."

Mrs Irene Howman, a helper at William Tyndale school, has older children, both boys, aged 10 and 12, who are both in the school. "I'm quite happy with the way the school is run," she says. "I'm quite happy with the way the school is run."

"She's the sort of child who works," says Mrs Howman. "She's the sort of child who works."

After another year, spent in Germany, she came back to Tyndale, attracted, she says, by the picture of the then head, Alan Head, painted by the lovely progressive way in which the school was being run. She says that in fact the school had changed little and that she would have left if it had not been for the opportunity to work with Brian Haddow in his team teaching innovation.

NUT representative on the staff, Stevie Richards, 22-year-old from Kent who came to Tyndale straight from Butterses College more than two years ago. She arrived a term before Terry Ellis, while Irene Howman was acting head. Mrs Richards was very happy indeed when the new head was named. She had carried out her teaching practice under his supervision at the Charles Lamb primary school when he was acting head there.

Stephen Felton, a 28-year-old former Rolls-Royce trainee who graduated in engineering on a sandwich course at Surrey and then found he was more interested in education than nuts and bolts. He put off his postgraduate course at the Institute of Education for a year to work with the Richmond Fellowship, a charity. Finally came into teaching with an appointment to an Edmonson comprehensive.

Breakdown—in two turbulent years

ago, in the summer of 1974, when the school was in a state of high staff turnover and morale. Mr Alan Head left Tyndale junior school to go to London. At the time Dr Jean Donnison gave chairmanship of the management.

Headship was not filled in the term and was reverts to Mr Head. The deputy head and originally hoped for support in pursuing the pay claim, ended up by walking out in the face of parent's criticisms of the running of the school. Criticisms made explicit, it is claimed, as a result of a letter circulated by a part-time teacher, Mrs Dolly Walker.

The rule of these parents' complaints was not that methods were too progressive but that children who had been happy at school became scared, depressed and unhappy. They said the school was chaotic, that children came home with bruises, that their sandwiches were stolen, that there were no books in the library, that promises to revise the reading groups and reorganize the mathematics never materialized and that some teachers spent a large amount of their time out of school on demonstrations or in lengthy staff meetings.

At first these complaints were brushed aside by Mr Ellis, and at first also by Mrs Burnett, as coming from neurotic middle-class mothers. However, the dramatic fall in the school roll rapidly made it clear that whatever the merits of the teaching, parents were dissatisfied. An attempt by the managers, led by Mr Robin Mabey and Mrs Burnett, to cool the conflict and restore confidence in the autumn of 1974, did not succeed.

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On Tuesday parents, most of whom want the temporary teachers to remain at the school, met Islington councillors and their GLC member at the Town Hall.

The atmosphere in the school has not been improved this year by the less welcomed by the managers who are all in broad agreement that had the authority acted earlier, things would not have got to the mess they are today. And they assert that fear of the teachers' unions was part of the reason why no action was taken.

Throughout the past 18 months there have been a number of meetings between the various parties, both at divisional office and at County Hall—a growing number in recent weeks. Of these, the most contentious was the meeting on July 2 this year at which the managers asked for a general inspection by the DES but the authority refused to agree without the consent of the teachers, which was not forthcoming. The teachers wanted an official inquiry into the management of the school.

Brian Tennant established, by means of a question from his MP, that the DES would not carry out a general inspection unless the teachers also asked for it. At this point the managers decided to settle the issue in the IEA inquiry. This resulted in the IEA inspection to gather evidence, the resulting strike of Mr Ellis and his six teachers, the takeover by the IEA's temporary

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Well worth looking into!

'Don't fence them in at play'

by Gavin Scott

Children's development is being stunted because their play is cut off from adult activities, Mr Arvid Bengtsson, president of the International Playgrounds Association, told a conference on playground design in Bristol last week.

Housing estates emptied of most adults during the working day were not stimulating places for children, he said. Children were attracted to adult activities, and areas shunned by adults tended to be shunned by children too.

He urged planners to bring work and recreation places on to housing estates instead of grouping them in city centres, so that children could see and imitate adults at work and play. Many open landscaped areas around estates could be turned into gardens where adults and children could both work.

Mr Bengtsson criticized the excessive use of play "furniture" in children's playgrounds. Instead there should be large areas of deep sand, big wooden blocks from which temporary buildings could be made, and other things children could use on their own. Children should have the sensation of achieving something difficult and an environment rich enough to provide the materials for this. "The problem is that children love messy corners and parents hate them."

Larger playgrounds should have old buildings with ropes for swinging and piles of foam rubber for jumping, which could be used for indoor play. Too many playgrounds were not equipped for play on wet days. Parks authorities could buy old barns or sheds and re-erect them in play areas.

He also suggested that play areas should not be fenced off from school grounds. This would stop the tendency for schools to divide children rigidly into age categories.

Fairfield Adventure Playground, in Camden Town, North London.

L.e.as skimping on leaders

The adventure playground movement could fizzle out entirely in the next year because local authorities are skimping on playleaders, the secretary of the National Playing Fields Association told the conference.

Lieutenant-Colonel R. G. Satterthwaite said adventure playgrounds were in danger because, to save money, local authorities decided that one play leader was enough for such playgrounds. But the pressures on a single playleader were such that the quality of experience in playground soon slumped, the leader

became exhausted, and the children reacted angrily with vandalism.

"For example, the Faulkner Road playground in Liverpool was started six months ago with 200 children to one leader. Now it has no leader and before very long it will be vandalized. Then people will say that adventure playgrounds do not work, and the concept will be discredited. Similar things are happening elsewhere."

The Playing Fields Association believe there should be at least two leaders for every 50-100 children.

Truant: One who finds something better to do

A plan for joint in-service training for teachers and social workers was made by Professor Ronald Davie, educational psychologist, last week. Professor Davie, of University College, Cardiff, and a former director of the National Children's Bureau, was speaking at a conference organized by Sunderland Polytechnic to encourage better understanding between teachers and social workers.

He said he found it "incredible" that local education authorities and social service departments did not combine to provide in-service training. There was a danger of teachers and social workers undervaluing each other's roles.

Social workers considered matters from the point of view of the family as a whole, whereas teachers saw things from the perspective of the child. They also spoke in different professional languages.

Administratively, cooperation could be difficult since social service and education authority boundaries did not coincide. Attitudes of teachers towards social workers were important. He thought that some heads might be reluctant to accept "an autonomous professional rogue elephant" visiting their schools every week.

During discussion, one teacher complained of the lack of feedback

of information once the school had been referred to the social worker, especially if he had been the educational psychologist. The question of confidentiality of the other's profession was raised.

Truants were not referred to another teacher merely found something to do. Could you blame them for going away from school on the market or to the cinema? And were they any less intelligent? A social worker said that schools were the institutions, apart from mental hospitals, where compulsory education can give a remedy from the start.

Mr Jim Green, chair of the local branch of the National Children's Bureau and a Sunderland Polytechnic, said "dialogue groups" set up consisting of social workers, doctors, and teachers, discussed problems, he suggested, met in homes to discuss them, and the results could be fed back to the group.

Mr Green hopes, if the group is good, that the group will meet regularly from November, April, and August.

University television programmes have a "cave-dropping" effect on a million people, according to a survey. This means that each of the OU's 49,000 under-25s watches a programme to his course, he could be regularly by up to eight members of the general public and by 12 at least once a week.

Uniforms: 'Go for durability'

In present economic circumstances the need for economy and durability should be uppermost in the minds of heads and school managers when considering school uniform rules, said Miss Joan Lester, Under-Secretary for Education and Science, in the Commons. She also said the views of parents should be taken into account.

She was replying to an adjournment debate opened by Mrs Maureen Colquhoun, Labour MP for Northampton North, who raised the matter following a case in which boys were banned from school because they were not wearing uniform.

She complained that the rigid to value the wearing of uniform above that of learning. Young Lambeth Planners' group, which has been donated by council. Teams of children will develop projects covering subjects including, transport, shopping and recreation.

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Strike threat over a stall

Hundreds of London teachers will be called out on strike if the National Association of Schoolmasters are not given a stall at a reception for new students at Goldsmiths College, London.

Mr Nigel de Gruchy, an NAS executive member for Inner London, threatened the students' union at the college with a walkout at every school where Goldsmiths' students are being taught practice. He is annoyed that the NAS were not invited to take part in a freshers' fair where students are signed up for rugby and football teams, social and political groups and teachers' unions.

Mr de Gruchy gave the students a nine-day ultimatum which expired on Monday. Unless he was informed that cooperation "was going to become mutual," he shall have no option other than to instruct my members to refuse to work in any school where members of your union appear," he told Mr Richard Larg, students' union president.

Mr Larg commented: "His action does seem rather precipitate."

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Vaccination urged for immigrants

Children born into immigrant communities, especially those with parents from Pakistan, Bangladesh, India and Africa, should be vaccinated against tuberculosis at birth. Those coming into the country should be offered vaccination as soon as possible.

A Medical Research Council sub-committee have recommended these measures after a recent survey of the use of the vaccine in Britain. They say there is a very high incidence of TB in immigrant populations.

The proportion of children of British origin who get TB by the age of 13 is halving every five years. But routine vaccination should continue for the time being, the committee say.

Stigma on the handicapped

Handicapped children in England developed their own hovercraft and motorcars, are to be asked to design a device which will ease the burden of disabled people of old. A UNICEF conference in London this week.

Disabled children, the society owes a duty; they are accepted as people in their own right.

Mrs Bloom, who has a daughter, accused some of the stigma of ignoring the social needs of handicapped children. "Their academic needs are that they are blinded by the personality of the child."

Parents need help and guidance on how to look after their handicapped children. Social and workers and teachers need to "sell" the child to his first priority.

Special school teachers have a child's progress depends on what happens in the school on the help the child gets at home.

Cutback blamed

Kingston, the London borough which has refused to pay for the town's direct grant grammar school, is to stop taking part in the town's direct grant grammar school, which has refused to pay for the town's direct grant grammar school, which has refused to pay for the town's direct grant grammar school.

Fewer 'on the run'

The lowest truancy figures for Inner London primary schools since 1969 were recorded last year, according to a survey by the Inner London Education Authority. The average attendance was 91.1 per cent compared with 89.1 per cent in 1974. In secondary schools, average was 86.7 per cent compared with 84.6 per cent.

People

Bussing march

aged from five to seven with their parents in the last week in the decision of Suffolk Education Committee to close primary school next year to "bussing" to the town.

Information centre

centre has been opened in the local youth services to help with personal problems on leisure activities to 25-year-olds.

Protest

head teachers have protested against the Government's decision to spend on educating children. Without the foundation of nursery education can give an education from five years of age.

Leavesdroppers

University television programmes have a "cave-dropping" effect on a million people, according to a survey. This means that each of the OU's 49,000 under-25s watches a programme to his course, he could be regularly by up to eight members of the general public and by 12 at least once a week.

Planning

schoolchildren are to contribute to the borough's development through a competition for Young Lambeth Planners' group, which has been donated by council. Teams of children will develop projects covering subjects including, transport, shopping and recreation.

Pioneer scientist

Science Museum, South Kensington, is holding a special exhibition this month to mark the centenary of the death of Sir Charles Wheatstone, a versatile pioneer in several departments. Electricity, telegraphy, photography, measuring apparatus including a Wheatstone bridge, steam, generators, concertinas and phonographs are included.

Help for disabled

handicapped schoolchildren, who developed their own hovercraft and motorcars, are to be asked to design a device which will ease the burden of disabled people of old. A UNICEF conference in London this week.

People

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COURSES

BISHOP LONSDALE COLLEGE OF EDUCATION DERBY

DIPLOMA IN EDUCATION 'EDUCATION 'N A MULTIRACIAL SOCIETY'

A one year full time course will commence in September 1976. The course leading to this Nottingham University Diploma provides opportunities for teachers to investigate in depth the problems and opportunities of schools serving multiracial neighbourhoods, and to consider the implications of the multiracial society for the education of all children.

Subject to University approval, it is likely that a two-year part-time course will also commence in September 1976.

ONE TERM IN-SERVICE COURSES

One term full-time courses in

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and

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will be offered in the Summer and Autumn Terms 1976.

Further details and application form from the Registrar, Bishop Lonsdale College, Micklegate, Derby. Telephone Derby 54911.



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This course is designed for experienced men and women teachers from secondary and middle schools. Additional to the basic programme options are offered and the full course provides opportunities for the acquisition of knowledge necessary for effective field work, and the development of skills in enabling maximum educational use to be made of potentially dangerous areas. Teachers successfully completing the course should be able to develop academically and practically the full range of outdoor activities.

Further details from: Principal, L. M. Marsh College of P.E., Barkhill Road, Liverpool L17 8BD.

THE ASSOCIATION FOR RELIGIOUS EDUCATION Religious Education Conference SAT. 1ST NOVEMBER

"BEYOND BELIEF"—A discussion conference on the contents of RE in the light of recent proposals. Communism? Humanism? World Religions? Drug Culture? Moral Teaching? Social Education?—even, Christianity?

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Conference 11.00-2.45 (coffee 10.30 a.m.) Cost £1.00, A.G.M. 2.45-3.45

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- * THE TEACHING OF MATHEMATICS
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Applications are invited from qualified teachers, who have at least three years' relevant experience and also from lecturers and advisers who wish to extend their studies in these fields.

Full-time one year course leading to Advanced Certificates of University of Lancaster.

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THE EDUCATION OF THE UNDER FIVES

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MOVEMENT IN THE PRIMARY SCHOOL

MUSIC—SKILLS FOR PRIMARY EDUCATION

Courses commence in September, 1976 with the following exceptions. One-term courses will operate in the Summer Term and Remedial Education and The Education of Gifted and Talented Children will commence in January, 1976.

Further information may be obtained from

The Secretary

Division of In-Service Studies,

Edge Hill College of Higher Education,

Ormskirk, Lancashire.

ART

One year full-time supplementary course in ART 1976-77.

This course is recognized by the Department of Education and Science. See programme of Long Courses for Qualified Teachers.

For Course Brochure write to The Course Director, Art Department, Sittingbourne College of Education, Sittingbourne, Kent.

Handwritten note: "The first is 1.16"

Department of Education and Science
Scottish Education Department
Department of Education for Northern Ireland

Exchange your teaching skills

Teachers of French, German and European Studies in secondary schools, further education colleges, colleges of education and polytechnics are now invited to apply for

EXCHANGE POSTS IN FRANCE OR GERMANY

available for School Year 1976/7
Spring Term 1976 (France only)
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The exchange teaching schemes offer the most effective way of maintaining fluency and confidence in your teaching of French and German and give you valuable opportunities for a fresh look at your own ideas and methods, not to mention the challenge and new interests of life in another country. Attractive conditions include:

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Similar language-based exchanges are also available for Austria and Spain and exchanges in other subject areas for Denmark, Norway and a number of other countries.

Write for details and application forms to:
THE CENTRAL BUREAU FOR EDUCATIONAL
VISITS AND EXCHANGES
Teacher and School Exchange Department TS/3

England and Wales: 43 Dorset Street, London W1H 3FN.

Scotland: Bruntsfield Crescent, Edinburgh EH10 4HD

Northern Ireland: Department of Education,
Rathgel House, Ballee Road, Bangor,
Co. Down.

CRAC courses for careers and guidance staff

Applications are invited for these courses organised by the Careers Research and Advisory Centre in association with the National Institute of Careers Education and Counselling. You are advised to apply early to the Course Office, CRAC, Bateman Street, Cambridge.

Interviewing Skills for Teachers, 15-18 December, 1975, University of Leicester.
Course Director: Bill Levy, Senior Fellow, National Institute for Careers Education and Counselling, CRAC/The Hatfield Polytechnic.

Intensive four-day course for teachers with substantial interviewing experience in practical care and guidance. The course is practical and interactive.

An Introduction to Careers Education and Counselling, 16-19 December, 1975, King's College, Cambridge.
Course Director: David Eickson, Careers Master, Brookbourne School, Hertfordshire.

A basic course for teachers with responsibility for careers education and guidance.

Management of Guidance in Schools, 13-15 January, 1976, University of Stirling.
Course Chairman: Mr K.W. Dixon, Rector, Brechin High School.

A course intended to recognise the aims of guidance and to evaluate school systems that provide for these aims. This course is designed for head teachers, assistant heads, senior teachers, principal teachers and principal careers officers.

An Introduction to Business, 16-19 December, 1975, University of Keele.
Course Director: John Gaskell, Careers and Publicity Officer, Huddersfield College of Agriculture and Horticulture.

A course for teachers, careers advisers and other staff for whom there is a need to update their knowledge of business careers. The course is designed for teachers, careers advisers and other staff for whom there is a need to update their knowledge of business careers.

New light on origins of man

The assumption that the cradle of human evolution is delineated by remarkable fossil finds in East Africa in the past few years may have to be modified, if the implications of an article in *Nature* (October 16) are borne out by further investigation.

A Hungarian anthropologist, Miklós Kretzoi, claims to have found, in deposits in north-east Hungary, near a place called Rudabánya, pieces of fossilized jaw from creatures as closely resembling modern human jaws as do the now-familiar fossils from East Africa, themselves reckoned to be closely related to the line of human descent.

The interest of this development is that the Hungarian fossils appear in geological deposits dating from the Lower Pliocene, the period immediately preceding the ice ages of the Pleistocene. They are thus contemporary with the geological deposits in East Africa which have yielded the oldest of the pre-human African fossils.

Altogether, Kretzoi has collected material from 20 individuals and he reckons that these can be attributed to two quite different groups—a large omnivorous creature, which he calls *Pitcanthropus*, and a group of creatures whose appearance is more closely related to the ape-like pre-humans known in East Africa as the *Australopithecines*. Kretzoi

Science diary

by

John Maddox

calls them *Rudapithecus hungaricus* and *Rudapithecus altipalatus*.

As with most new developments in palaeoanthropology, the chances are high that Kretzoi's report will first of all, stimulate a great deal of argument. Is he right in assigning these fossils to the Lower Pliocene on the basis, largely, of geological evidence alone? And if the conclusion at which he arrives is correct, what is the chance that the new fossils have no close link with the line of human descent?

Some years will pass before these questions are cleared up. But there is at least a chance that the Carpathian Basin will in due course have to be recognized as another region in which human evolution during the past five million years has followed lines intrinsically similar to those now well recognized in East Africa.

Kretzoi makes no bones about it, and says that the emergence of human beings was not an isolated phenomenon but part of an "evolutionary trend" covering the whole of Africa and Asia. He makes the interesting suggestion that the anthropoid apes—gorillas and chimpanzees—which now exist may have arisen by the extreme specialization of prehuman forms of creatures tempted by their environment into adaptation to forest life.

phosphorus.

In this incomplete form, the explanation might account for Jupiter being red all over (and Priin and Lewis say that the red colour of Saturn's satellite Titan may be accounted for in this way). Why is the Great Red Spot so much redder than the rest of Jupiter? And why should the red phosphorus appear to persist in an atmosphere which has enough water vapour to convert it into phosphoric pentoxide and even phosphoric acid, now recognized in the outer layers of Jupiter?

The answer seems to be that in the region of the Red Spot, there is relatively rapid mixing between different layers in the atmosphere. The crystals of red phosphorus then fall quite quickly in the atmosphere until they reach a temperature where they evaporate, where P₄ molecules react with hydrogen to give phosphine again, and from which the phosphine rises again to the outer layers of the planet, to provide raw material for producing another generation of red phosphorus. Simply because this process is going on, there is a greater depth from the sun to the sphere of Jupiter in which the colour of red phosphorus can be seen.

Unexpected though this argument may be, it is more plausible than any other so far put forward. But, of course, nothing is said about the reasons why the Red Spot of Jupiter permits such rapid mixing between different levels in the atmosphere, or why the spot appears to be fixed at more or less the same place in the outer layers of Jupiter.

Brewing 'better than Boyle's Law'

Parts of the Nuffield 16-plus science project, now being tried out in 90 selected schools, are so successful that the less able, for whom they are designed, sometimes ask to stay after school to work on them, a conference in London was told last week.

But some teachers question whether the project teaches science at all.

Written by groups of practising teachers, the materials for the project aim to teach science through projects, each lasting half a term, which are selected as of special interest to the "new" sixth formers, the quarter of 16-plus pupils not taking A levels. These topics include brewing, cosmetics and sport, and were chosen after a poll among pupils to find out what interested them most.

Mr Ken Wild of Keele University, the project director, told a meeting of the Institute of Physics Education that the pupils developed scientific attitudes and skills of accurate observation, hypothesis testing, experimental design and interpretation of data.

The emphasis was on maximum school and pupil choice and on learning by first-hand experience.

Miss Maureen Smith, a teacher from Lempington School, Hounslow, told the conference that her pupils stayed on after school to work on their projects. Her class of first-year sixth formers, who were repeating their CSRs, improved their integrated science results by one grade over the year.

Mr John Gilbert of Surrey University, who is evaluating the project, said: "This kind of curriculum development project has a big future. It is cheap and involves teachers directly in writing material throughout the project." He found that teachers keen on the individual learning approach.

One of the project's claims is that

Wind in the chimney

Excitement, even alarm, at the prospect of diminished supplies has been a powerful motivation of a host of exotic generating power from wind and the sun.

Perhaps the most far-reaching schemes so far suggested for Britain supplied with wind involves the erection of a string of windmills on the coast, where they would northerly and easterly winds make those summer schemes like this have to pause by the recognition of windmills of a chain of windmills of a client way of wiping out population of numbers.

Fortunately for the people, Dr James Yen of the man Aerospace Corporation of Apollo landing craft devised what seems to be a slightly better way of generating electricity—a kind of tornado.

What Dr Yen suggests is a more efficient way of generating energy from the wind—a tall concrete tower vertical (and closable) in a way that the wind can pass through the sides but through the top. Really, it is a chimney, but the test the upward draught in it is enough to drive a turbine at the base.

The advantage over windmills is that such a tower can be made quite small. It does not have to be at a great height above the ground with all the problems of which are then involved in its relatively easily accessible maintenance, and could be coupled easily to a turbine smoothing out the fluctuations of the wind.

The snag is that, as yet, has built one of these towers. Dr Yen calculated it would be possible to generate one megawatt of electricity from a tower 60 metres in diameter. No doubt, it will build on, but chances are that it may be more unsightly than some of the now familiar structures.

Mr Wild repeated that skills could be learned from that interested pupils. Mr Smith said it was a better old physics teachers' exam paper than Boyle's Law, but some such teachers agreed.



In 1916, the year the National Savings Committee was set up, £2 a week was enough to keep a family. In those days it was a living wage. Money has changed its value since then. The methods of the Committee have also changed with the times.

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The Committee supplies slide sets, posters and two full sets of teaching notes; 'Beginning Money Sense' for use in primary schools and 'Making Money Sense' for older children.

There is also a booklet for anyone teaching in further education, industrial training or youth work.

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COURSES

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LEA teachers are eligible for secondment on full salary. Other teachers may be eligible for grant from Local Authorities.

Full details are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

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SCHOOL OF EDUCATION

The University of Leicester School of Education offers four separate and distinct full-time degree courses leading to the award of the M.A. (Education):

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- (3) PSYCHOLOGY OF EDUCATION
- (4) PHILOSOPHY OF EDUCATION

The School of Education, in conjunction with the University Centre for Mass Communication Research and the Department of the History of Science, invites applications from suitably qualified candidates for each of these separate taught degrees. Each course is for one calendar year, beginning in October 1976, and assessment is by written examination and dissertation.

Full details and application forms can be obtained from:

Secretary to M.A. (Education) Course
University of Leicester School of Education
21 University Road, Leicester LE1 7RF

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OF READING

(course for experienced teachers)

Applications are invited from serving teachers for this one-year, full-time course commencing in September, 1976, which leads to the University of Leicester's Diploma in Educational Studies.

Full details and application forms may be obtained from the Registrar, St. Paul's College of Education, Newbold Road, Rugby, to whom completed forms should be returned as soon as possible, but certainly not later than 31st March, 1976.

In addition the College also offers an In-service B.Ed Honours Degree.

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Applications are invited for the following one-year, full-time courses beginning in September, 1976.

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Chemical Education
Physical Education

Diploma: The Education of Educationally Subnormal Children
M.Sc. (Ed.) courses are offered jointly with the appropriate science department. Further particulars from: Mr. R. Douch, Department of Education, The University, Southampton SO9 4HT. Please quote Ref. 2.

Republic of Ireland

Fears grow over future
of school broadcasting

from our correspondent

DUBLIN Urgent negotiations are in progress between Radio Telefís Éireann and the Department of Education in an effort to avert a major cutback in television schools programmes for the coming year and an indefinite postponement of the inauguration of Schools Radio.

Financial stringency is the main factor in the crisis, which may eventually force a reappraisal of the way in which educational programmes broadcast by RTE are financed.

Secondary schools throughout the country have only just received details of the Telefís Éireann programme for the year ahead, a month after the beginning of the winter term and late, in many cases, for suitable timetabling of classes.

The delay in issuing the schedule is also directly related to the problems of financing. RTE did not know until comparatively recently whether their annual subvention from the Department of Education would be large enough to allow them to make any new series of programmes for the current school year.

The money that has now been sanctioned by the Department of Education will apparently do no more than pay for repeats of earlier programmes, so that—with one exception—there will be no new Telefís Éireann programmes in the current year.

The exception is a series of programmes on careers which was at a relatively advanced stage of preparation when the axe fell, and whose completion may have to be financed out of RTE funds.

Guidance teachers in particular will be anxious for such a series in a year when school-leaver unemployment is likely to be of depressing proportions.

For primary teachers, however, the news that Radio Scile will suffer an indefinite postponement is infinitely more serious. Launched in the form of a pilot series of programmes in Gaeltacht areas this

spring, the initial programmes and ancillary material have apparently proved themselves highly successful. In some quarters, they are being seen as potentially the greatest revolution in primary education since the introduction of the new curriculum—and as an indispensable adjunct to the new curriculum itself.

Radio Scile is also cheap: a useful service on a national level could, it is thought, be provided for about 50 pence per child per year—about the same amount that is spent on chalk.

The financial cutbacks which have affected all Government departments, however, have now set a major question mark against the development of this promising project.

One of the problems is that any postponement could be for a period of longer than a year: if no money is provided for Radio Scile in the Estimates of the Department of Education for next year, no money can legally be spent on preparing the programmes and ancillary material which ought to be going out to the schools in 1977.

Under these circumstances, and assuming that some money was found for Radio Scile in the 1977 Estimates, it is highly unlikely that the programmes would reach the air before 1978.

At the core of the problem is the arrangement for funding schools' broadcasting which has been in force since the foundation of RTE in 1963. At that time, then, Minister for Posts and Telegraphs, Mr. Hilliard, decreed that revenue to pay for schools' broadcasting should come from the Department of Education. In return for this, the Department of Education has—

understandably—exercised a major say in decisions about programming. The education department of RTE, insofar as it deals with schools' broadcasting, is a self-contained unit which therefore does not cost the Authority any money to run. The events of the past few months, however, have pointed up the weakness of this arrangement.

United States

Refugee poser:
who pays?

from Thomas Cahill

NEW YORK

This autumn tens of thousands of Vietnamese refugee children entered American schools, and there is growing controversy as to who will foot the bill for their special educational needs.

While the children have already shown themselves markedly superior to their American counterparts in mathematical aptitude and infinitely more deferential towards their teachers, the schools find they must provide a variety of special services if the children are to negotiate the obstacles of the English language and American civilization.

President Ford has promised federal grants of \$300 per student to each education authority for the first 100 Indo-Chinese refugee students it receives, and \$600 per student thereafter. The programme would cover one year, and it is estimated that it would cost \$815m. But not a penny has yet been paid, and in any case many educationists and politicians consider the President's proposal to be woefully inadequate, especially when many education authorities have been pushed to the brink by inflation.

Alan Cranston and John V. Tunney, the two senators from California—a state that has received over 20 per cent of the 137,000 refugees who have been resettled so far—have introduced a Bill that would reimburse the schools for the full cost of educating the refugee children.

"I do not intend to sit idly by and watch as the Federal Government shifts a burden for which it is primarily responsible on to hard-pressed state and local school systems," said Senator Tunney. "The Department of Education, which provides \$125.6m over a two-year period, is opposed by Mr. Ford.



Vietnamese refugees: passing the buck.

Italy

Major building-distance
programme
in jeopardy

from Dalbert Hall

A cry of alarm for the future of Italy's ambitious five-year school building programme has been launched by the Cini Foundation, director of studies at the Ministry of Education.

In an article published in the Milan daily *Corriere della Sera*, he suggested that the first three years cannot be completed until the projected school councils finally become operational.

The creation of school councils is the last phase in the reform of the school system, which was voted by the pupils in the referendum of 1974. The reform gave the governments responsibility for the school districts (containing 20,000 pupils) which are to decentralize the school system.

Italy's school administration districts will consist of urban zones sharing economic and social features, and economic features, and economic and social features, and economic and social features.

The school districts will be elected by the local authorities, and will be responsible for the school's financial and administrative management. The school districts will be elected by the local authorities, and will be responsible for the school's financial and administrative management.

These representatives will be responsible for the school's financial and administrative management. The school districts will be elected by the local authorities, and will be responsible for the school's financial and administrative management.

One of the most important of the school districts' tasks will be to provide further education for the school's pupils, and to provide further education for the school's pupils.

But, although Italy's governments should have submitted detailed plans for the school districts' work by December 1974, they have yet done so. The Education Ministry even began the complicated task of organizing the school districts' work by December 1974, they have yet done so.

Meanwhile, an estimated 100,000 pupils lack adequate schooling, and a delay in the building programme at all levels could contribute to its failure. For if the money is spent as soon as possible, the programme can be done with it.

In practical terms this means that Italy's school building programme is in jeopardy. The programme is in jeopardy, and the programme is in jeopardy.

COURSES

CAMBRIDGE INSTITUTE OF EDUCATION
POLITICAL EDUCATION
IN THEORY AND IN PRACTICE

University of Essex, January 24, 1976

Course Director: Alex Porter, Curriculum Development Officer, "A Project for Political Education" (Chairman, Professor Bernard Crick). The course is designed for teachers of various subjects in the 14-18 age range. The intention will be to consider the aims and objectives of Political Education, and to develop the objectives of teaching methods in the light of the objectives of various levels and in various curricular contexts. Further details are available from the Course Director, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BQ. Telephone: 0223 326111. To whom applications should be returned by Monday, November 18, 1975.

Germany

Major building-distance
programme
in jeopardy

from Dalbert Hall

A cry of alarm for the future of Italy's ambitious five-year school building programme has been launched by the Cini Foundation, director of studies at the Ministry of Education.

The creation of school councils is the last phase in the reform of the school system, which was voted by the pupils in the referendum of 1974. The reform gave the governments responsibility for the school districts (containing 20,000 pupils) which are to decentralize the school system.

Italy's school administration districts will consist of urban zones sharing economic and social features, and economic and social features, and economic and social features.

The school districts will be elected by the local authorities, and will be responsible for the school's financial and administrative management. The school districts will be elected by the local authorities, and will be responsible for the school's financial and administrative management.

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Spain

Education gets
14% of Budget

from William Chislett

MADRID More than £1,000m will be spent on education next year according to the Budget figures for 1976. Most of the money will go to state education, but £120m will be allocated in subsidies to private schools. The education spending represents 14 per cent of the total Budget.

At the same time as the Government announced the Budget it approved a 16 per cent rise in private school fees.

Many of the state institutes closed last week in Madrid, only a week after starting classes. The reason for the closure was that the Association of Institute Teachers has refused to comply with an urgent directive from the Ministry of Education ordering an immediate reduction in the number of contracted teachers.

Most teachers are contracted and so do not have secure jobs with tenure until they pass the state examinations which gives them civil servant status. They say the Ministry's reason for the cuts, lack of funds, is not justified because of the large sums of money going to subsidize private schools. Talks are continuing between the two sides.

Sweden

Government stresses day-care
and jobs for the young

from Mike Duckenfield

STOCKHOLM Plans to rapidly expand the number of places in day-care and after-school centres, improve job prospects for school-leavers and reform teaching methods were among those outlined for future Government action by the Prime Minister, Mr. Olof Palme, at last week's opening of Parliament.

Introducing the proposed legislative programme for the coming session, the last before next autumn's general election, Mr. Palme said the Government intended to provide 100,000 new day-care and 50,000 new after-school places as part of a five-year expansion plan.

Day-care centres would become a statutory municipal responsibility and local authorities would be required to carry out the expansion, which will be largely financed from employers' contributions. To compensate for the loss of income from the reduction in the number of contracted teachers, the Government will subsidize private schools. Talks are continuing between the two sides.

Referring to the economic climate, the recession in international trade and consequent heavy

decline in demand for Swedish exports, Mr. Palme said this year's balance of payments deficit would probably be around 9,000m. Skr and would severely limit the Government's freedom to introduce new reforms.

Among the education reforms which will go ahead are the SIA proposals to integrate schools into the community and abolish traditional classes in favour of work units and team teaching. The Government is also planning to invite the unions to discuss the practical problems of introducing a six-hour working day for the parents of small children.

Although domestic demand was expected to continue at much the same rate as this year, unemployment had been rising in the past few months and vacancies had shrunk by almost 24 per cent during the last year, said Mr. Palme. This had particularly affected school-leavers.

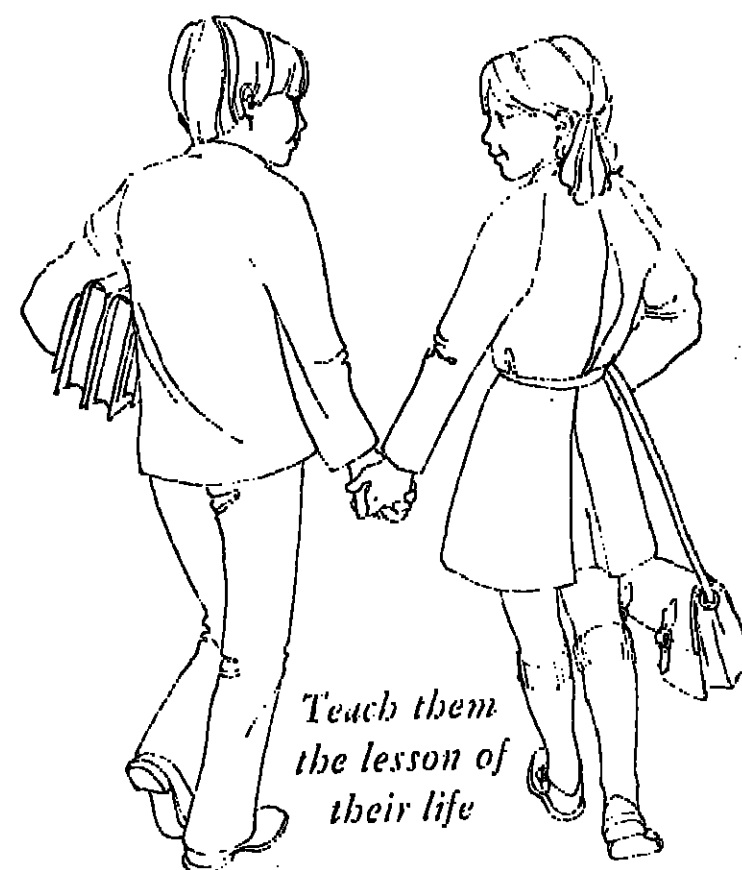
Last month the number of jobless rose by 13.4 per cent, bringing the total out of work to 1.8 per cent of the labour force. The Government is now to introduce a 2,000m. Skr programme to stimulate the economy with special measures to help the young.



Prime Minister Palme: limited freedom.

This will include 5,000 to 6,000 new trainee posts in the public sector and the appointment of 50 more youth employment officers. Training grants for youngsters taking part in the National Labour Market Board courses are to increase by around 17 per cent to 860 Skr.

In addition, the Government will encourage local authorities to send staff on in-service courses by offering grants to cover 75 per cent of the wage bill if they take a temporary replacement under the age of 25.



Teach them
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MAN IN HIS ENVIRONMENT

Man in His Environment consists of a magnified board approx. 30" x 45" which simulates a geographical area containing forests, farms, rivers and a small urban development. The kit also contains ten "Projects", such as an Airport, a Motorway and a Shopping Centre. Each Project has consequential merits and demerits (based on Project Cards, which also form part of the kit) and the class is divided into teams representing different interests.

Through debate controlled by the teacher the class decides whether or not to introduce each Project. If it is approved, the Project is placed on the magnified board and the class proceeds to the next project.

As each piece is in turn either placed on the board or rejected, children can see the wisdom — or folly — of their decisions.

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The four 15 minute films are titled: Homes, Travel, Work and Leisure. Full teaching notes and text of the commentary are supplied.

This original teaching kit was devised for the age range 8-13 years, but can also be of value for older pupils.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractively subsidised prices.



The Coca-Cola Export Corporation,
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LETTERS

Leading them on?

Sir,—Articles such as Chris Searle's ("All in the same class", October 10) worry me—as I accept it is part of their aim to do. I do not know Mr Searle; I do not know the area in which he teaches; and, more important still, I do not know the children he teaches. Nevertheless, when a writer uses the words "objective" and "truth" so confidently, and when an English teacher sets up so many stipulative definitions to attack with such colourful terminology, I feel I must admit my concern.

I am not particularly worried for my "middle-class values" (I find the term as hard to define as Mr Searle finds "education"), as his stereotyped script strikes no more than stereotyped poses. I am worried at his attempt to stereotype his pupils. The world has seen attempts before to structure society by education and the basis of the imperialism which Mr Searle so despises is to counterbalance this. Children are, and must be left as, individuals. A humane society arises through its own constructive efforts. The informed, questioning mind is its education's highest product—a delectable morsel from which the language of Park is not. There is possibly a good case for the closing of the Paphos Hospital based on helping people more. It is arguable that a society which put the Tower Hotel in place of tenement flats is offering a higher standard of living to more and more. I don't know. I don't discuss the issues in greater depth with each age group. I would teach that I don't know the "perfectly objective truth" about any aspect of society at a glance, and that human affairs are too complex to justify destruction at a stroke.

Emotional responses are easy to achieve by the use of language. A

social conscience needs to develop and gain a balancing experience of the human condition. It can then be radical effectively. If Mr Searle cannot teach the world let him not teach the destruction of it. Surely he can see the danger in any such a propagandist approach.

I accept his premise that true objectivity cannot exist in the classroom if only because I believe that children are not a suitable audience on which to impose one's views of society, however one may introduce them and others. If that is his purpose, then let him teach adults whose perspectives and objectivity are the product of their individual experience. In short, if his purpose is socially didactic let him leave the teaching of children to those who will "lead out" rather than "lead on".

As for the photograph, it could be any group of children from Surbiton through San Sebastian to Siberia, if a camera were playfully to appear.

F. W. EDWARDS,
28 Ridgeway Crescent,
Newport, Gwent.

Sir,—Chris Searle is perfectly entitled to argue for political commitment on the part of teachers and a political perspective in the classroom and he may be quite right in doing so, but his implication that any of this is necessarily connected with either the concept of teaching or the concept of education is simply mistaken. Radical educators have become adept at legislating new uses for the concept of education without actually explaining to anyone what they are doing.

J. T. HYLAND,
19 Dickinson St East,
Norwich, Bolton.

'Grab this one'

said *The Teacher* on October 10, and Esnor Jones wrote:

"What a pity this book has the title *The drama of history*. It is not just a book for history specialists. . . . In particular, I hope that teachers of English and teachers in humanities departments will get their copies quickly. . . . This is one of those rare books that is theoretically sound, thoroughly practical in classroom terms and written in a clear and sensitive English. The authors are concerned with that sad disassociation in our schools between the affective and the cognitive."

"This is a book for all teachers."—Clifford Gee in *Spoken English*.

The drama of history

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RAYMOND VERRIER

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Direct grant defence is humbug

Sir,—Mr St John-Stevens sees the Government's decision to end the direct grant system as an attack on liberty. Is this not humbug?

One can understand, without necessarily accepting, the position of those who would defend a direct grant school which they admire and of those who favour selective education in general. The unique feature of the direct grant system is that the offer of free places to pupils who have to prove their ability earns a large government subsidy which is used to reduce the fees of those who do not. Where does the question of liberty come into the argument?

Until the 1944 Education Act up to 25 per cent of places in ordinary

secondary grammar schools were awarded to children who proved their ability by competitive examination; the remainder went to the children of parents who could pay for places, and the state met two thirds of the cost of providing these "private" places. The arrangement was thus similar to the present direct grant system.

Making the case in 1943 for the abolition of this system, the comment was made "A system under which fees are charged in one type of post-primary school . . . offends against the canon that the nature of a child's education should be determined by his capacity and not by the financial circumstances of his parent." The comment was made in the White Paper presented to Parliament in

July, 1943, by the then (now Lord) Butler.

Since the question of ability and consensus brought into the argument the abolition of the direct grant system was a part of a wider measure, it is not surprising that Mr St John-Stevens should have been concerned. The joint committee of the House of Commons and the House of Lords, which led to the Education Act of 1944, was a common system, and by such a man can as anti-democratic and more than 30 years ago. R. G. WALLACE,
129 Ripon Road,
Stevenage,
Hertfordshire.

Bullock lost in the byways

Sir,—I attended a recent conference "chiefly concerned with the implementation of proposals put forward in the Bullock report" held at Manchester University full of hopes which had been dissipated by coffee-time. It was mainly the fault of the lecturers—the quick-witted Ron Arnold, the obviously committed Vera Southgate, Booth and Maurice Stewart. The constant emphasis on the inadequacy of time allowed to treat anything fully, stopped none of them from diverting into anecdotal byways.

Of the few points that emerged, the two apparently crucial ones were that you could go along with Bullock without spending a lot of money, and that you can only put the report's ideas into practice in your own way. These needn't have occupied much of the day. Much of the rest of the time was spent in drumming out the basic moral issues that the report brings up. But to deal out this kind of rudimentary conversation talk to people who had given up a Saturday in the first place was inappropriate. So much was said from the platform which

implied that they thought few of the audience had actually read the report—I suppose it is this sense of insult that is really goading me into writing this letter.

The question from the lady at the end of the day "But how do we implement the Bullock report?" was put down as being too amorphous for consideration, but it plainly revealed the gap between audience and platform. The abstract stuff we got will not do.

If the broad outlines suggested by Bullock are to be realized then more fully worked-out ideas on techniques must be provided. It is not enough to say that you must integrate the broad objectives of the report into your own methods. We must be given some help and ideas for useful material so that we can choose and make our own experiments from it. Otherwise, in the routine pressure of every day, all we will do is to make a feverish gesture towards the new world of Bullock. Can't anyone help?

PETER COLLISTER,
Nelson and Colne College,
Nelson, Lancashire.

DES call colleges' tune

Sir,—I was intrigued to discover that in the article "Future of the colleges" (October 3), that Mr Mulley is not instructing education authorities to close colleges. Rather your correspondent has been misinformed, or Mr Mulley is deceiving Stephen Cohen, or the permanent officials at the DES are making decisions without reference to the Secretary of State.

At least one county authority is being told how its allocation is to be distributed, and the situation bears some resemblance to the Huddersfield fiasco. The DES has told Bedfordshire that all its allocation of places are to be placed at Bedford, in the north of the county, and that an amalgamation of Luton College of Technology and the nearby college of education is to have no teacher training.

So a merger of a further education college and a college of education, regarded as a desirable form of reorganization by the White Paper is being starved of the

students which makes any sense of an amalgamation.

Perhaps one day Mr Mulley's diaries will be published as a companion volume to Mr Crossman's and will make interesting reading. But by then the damage will have been done.

ROY BRIDE,
37 Godebriels Lane,
Henel Hempstead,
Hertfordshire.

Sir,—Stephen Cohen's report on the future of the colleges of education (October 3), leaves me with several unanswered questions:

(1) Why cannot St Peter's College of Education be retained in its urban environment?
(2) If it cannot be retained in its present role, why can it not be used as a centre for all students in rural colleges, so that they can spend at least one term of their initial training in a realistic urban environment?

C. W. ROWLEY,
99 Senneleys Park Road,
Northfield, Birmingham.

Other forces on physics

Sir,—The point that Mr Pell makes (TES, October 10) about the changing ratios of A level entrants to O level passers in various subjects is a worthwhile contribution to the debate about physics, but I doubt whether his measure of swing is as independent of factors such as the changing composition of sixth forms as he claims.

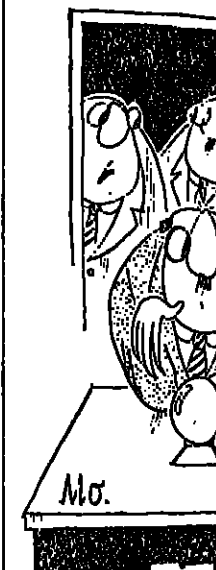
For instance, if sixth forms in 1973 contained a higher proportion of pupils of lower academic ability than they did in 1963, then they may also contain a higher proportion of pupils who felt that they had reached their limit in difficult physics when they took the subject at O level.

Again, Mr Pell's "pronounced

swing against A level biology by boys" could have resulted from a greatly increased entry at O level by boys who do not intend to pursue biology beyond that level. This could have resulted, in turn, from changes in the patterns of subject-options offered to boys in schools going comprehensive.

Nevertheless, though it is not too difficult to find reasons after the event for Mr Pell's "within-subjects" kind of swing, the measure itself is useful as providing an accurate reflection of the changing pattern of subject-choice at the O level.

DEREK DUCKWORTH,
The Buxtones,
Newbury, Berks.



"Mr Henshaw is in the curriculum planning"

Watch out, there's a book thief about . . .

Sir,—As a school I sympathize with the practices of the examining bodies. I do not wish to pursue the arguments which have been expressed, but I think it will get the habit if we pay, I advise keeping precious and most precious in safety. Make sure your entrance to the library is secure. As for a bookshop, I think the presence of a library is a theft from the library. Children who would steal from a library would not steal from a bookshop. The bookshop is a good thing for good, not an alternative of buying a book. The school is regularly visited by me of the current with publisher and price. She can be sure of stock.

In the long run theft will be checked with the cooperation of the staff. May I suggest that Mr Crutwell that her school bookshop open on alternate days of the week so that the voluntary staff could spend some time in the bookshop.

JESSICA KEMAL-COOK,
Thomas Tallis School,
Kilbrook Park Road,
London SE3.

Want to know what's happening in Education?

ID
See page 53

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LETTERS

E's place at 16-plus

was most interested to read the article (October 10) on further education. The question of the place of examining at 16-plus was hoped that the report would promote a more balanced discussion of the merits of the various systems. It is, of course, a common theme that were a common system to become established, the needs of school candidates and those of full-time or part-time students in FE might differ. The subcommittee has made a common system, of exam board and different modes, and the provision for wholly external assessment, would provide ample flexibility to meet these different requirements and allow appropriate syllabuses to be developed for older students, those on day-release courses, etc.

It is important to emphasize the different nature of the programme that will be required if the subcommittee's proposals prove broadly acceptable. Hitherto, the concept of a common system, which has been to date, whether technical or otherwise, make it possible to encompass a variety of ability within a single exam system. If a new system is established, then the major effort will be concentrated on developing exam syllabuses and different modes, at that stage, consideration will have to be given to how best teachers from both schools and FE might contribute to such a programme. That will, as Mr Richards points out, be an opportunity for a comprehensive review, not only of the needs of students within the FE/116 sector, but of the nature and content of the curriculum in both schools and colleges.

L. J. STROUD,
Joint Secretary,
Schools Council.

Bring exam boards up to date

I have been following with interest the correspondence on the future of the Schools' Council recommendation for the examination, and the discussion expressed with some bodies, leading to a progressive and up-to-date administrative system suitable for the educational demands of the period leading up to the year 2000.

C. W. RICE,
Headmaster,
Ravens Wood School,
Bromley, Kent.

Sir,—Schools in which I have served have suffered since CSE was introduced at the hands of three different boards.

Laudable though the principle of teacher-based examinations may have appeared, it has become increasingly evident that the classroom teachers are amateurs in the field of public exams. CSE is an operation which is distinctly amateurish (in the worst sense of the word) and takes many expert teachers for too much time from the place where they can do the most good—the classroom. If our lords and masters, the Schools Council, are hell-bent on forcing upon us a "common" exam at 16, then let it be run by the GCE syndicates.

Grade 4 or 5 passes on a CSE certificate are often a distinct handicap to a pupil seeking employment. Many employers appreciate what a low standard of attainment these grades indicate.

I would suggest that the "common" examination at 16—whatever it may be called—should be run by the GCE syndicates—the people who are experienced administrators. CSE could be incorporated into the C grade GCE, grades 2 and 3 into a D grade pass—giving one examination with four pass grades only—and any other categories to be full grades.

J. N. DENHAM,
Kemp-Welch School,
Parkstone, Dorset.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Blackened name of sociology

Sir,—I am compelled to write you regarding the article written by "Buckley" (October 10). While I appreciate his need for apt quotations from the media, was it strictly necessary for him to base his article on a popular radio show (the exact details of which seemed to have slipped his memory), an obvious lampoon and a piece of crude polemic when discussing a discipline (sociology) of proven academic worth?

"Buckley" in his efforts to write copy does not appear to have investigated the subject in any depth; and by a series of amorphous and highly suspect quotes seems to be intentionally vilifying a discipline which has satisfied the intellectual curiosity of the finest minds.

In the turbulent period we are facing—a period which the most perfunctory study of society would conclude was not unique, but structural and patterned—is it necessary to allow such untrammelled journalism to paint so black a picture in such a dark room of understanding?

An article of the type I have been discussing could equally well be constructed for any academic discipline. The perusal of medical, scientific and government literature would reward the understudy of "Buckley" with ample opportunity for shallow journalism. If he would care to study the subject he decides is "for the chop" perhaps he would care to examine that subject instead of mistaking it for something else while looking through the rose-tinted spectacles of radio shows, lampoons and crude polemics?

C. J. TASKER,
7 Crannure Road,
Chislehurst,
Kent.

How to be bilingual: a lesson from Wales

Sir,—I note with interest that Barbara Tizard (October 3) advocates recruiting staff who can teach and speak to ethnic minority groups of children in their own language and use two languages in school.

I doubt whether more research is needed before the adoption of such a policy should be seriously considered. Bilingual education from nursery school to school-leaving has been proved efficient and successful in Wales for a generation and also in several other countries where experiments in this field have been conducted.

A Schools Council project in early bilingual education has just come to a successful end in Wales and is ready for wider application in the Principality's primary schools. A similar project could be launched in England in schools with ethnic minority groups if there is any real desire to give ethnic minority pupils much needed social confidence and pride in their own cultural heritage, alongside that of the wider British society with which they are associated.

A similarly favourable reference

to the Bullock report to the possible bilingual education of ethnic minorities suggests that educational opinion in England is at long last beginning to see the need for such a development. If any worthwhile attempt is to be made to remove the injustice done to the non-English speaking child in a multi-racial, multi-cultural Britain. Disturbing features in the personalities of some adolescents and school leavers of the "wrong colour" need to be tackled at root level.

JAC I. WILLIAMS,
University College of Wales,
Aberystwyth.

The art of public speaking in 14 easy lessons.

Inspector Rodney Eusden is an instructor at a police training school. Amongst other things, he teaches new recruits how to give evidence in court.

"The thought of speaking in public scares most people stiff," says Rodney. "What we do here is set up things as near to real-life as possible, and then practise." As well as "props", use is also made of closed-circuit TV—during the 14-lesson course.

Learning to cope with new things crops up again and again in police training . . . a true challenge of character

Learning to help
Initial training lasts ten weeks. During that time intelligence, initiative and imagination are put to the test. Recruits start to learn how to look after other people and to look after themselves. They acquire knowledge and learn how to use it.

At the end of their training they'll have some idea of what it's all about. Then they'll start to put it into practice, making a definite contribution towards society.

Where education isn't wasted
It takes a good education to deal with the kind of problems facing the police today. Problems caused by social change, the more sophisticated criminal, traffic flow.

Police training builds confidence—confidence to cope with all elements of police work. Individual ability could lead to the rank of Inspector in the late twenties and Chief Inspector a few years later. It's a career that feeds ambition as well as social awareness.

Three ways of joining
There are three methods of entry into the police service. As a police officer from the age of 18½. As a cadet from the age of 16. Through the Graduate Entry Scheme. Graduates accepted under this scheme will know before they actually join that they are considered suitable for a special accelerated promotion course at Bramshill Police College.

Spotting the lawbreaker.

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If you would like to discuss a police career with a member of the police service please tick here. ☐

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7 Crannure Road,
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Chislehurst,
Kent.

A Schools Council project in early bilingual education has just come to a successful end in Wales and is ready for wider application in the Principality's primary schools. A similar project could be launched in England in schools with ethnic minority groups if there is any real desire to give ethnic minority pupils much needed social confidence and pride in their own cultural heritage, alongside that of the wider British society with which they are associated.

A similarly favourable reference

to the Bullock report to the possible bilingual education of ethnic minorities suggests that educational opinion in England is at long last beginning to see the need for such a development. If any worthwhile attempt is to be made to remove the injustice done to the non-English speaking child in a multi-racial, multi-cultural Britain. Disturbing features in the personalities of some adolescents and school leavers of the "wrong colour" need to be tackled at root level.

JAC I. WILLIAMS,
University College of Wales,
Aberystwyth.

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10/11/75

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From the students' point of view, the close links between course and school avoid the feeling that school practice is something which you get over quickly and then forget, as it has nothing to do with teaching. When you have the kind of close contact we have with the Goldsmiths' tutors, we're all working together and the students see that we have a common pattern that we believe in the same kind of philosophy. This gives them stability, they know where they are, everybody speaks with the same voice.

A head teacher

My class teacher was encouraging, always supportive and enthusiastic, and sometimes critical, which was good. I learnt many things from her, particularly about organization. She was more practical than I was, because I didn't want them to waste their time clearing up. I'd rather clear up myself because I wanted them to be doing the work, whereas they do learn something from clearing up. I know that now.

A student

Once one gets away from books, it puts so much more emphasis on the teacher's personality. I can remember having suspicions that I might not have the right sort of personality. I find it difficult not to shout where there is a high noise level. I'm always a bit jumpy, and aware of things, the periphery of my vision, or slightly irritating noises. It's not good for the kids and it's not good for me. Next year what's needed is calm and coolness and quiet control. It worries me. I'm sure that being aware of it must help, and eventually I'll be able to change.

A student

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I personally wouldn't say to a student 'That is wrong—don't do that'. I would say 'I can see that, why did you do it in that way, and what are your reasons, would it have been better to do it this way?' I've thought on occasions that children or students—were doing things which were as far removed as possible from what they were supposed to be doing, or they thought they were doing, but when you actually asked them why, they'd got perfectly good reasons for it. To barge in and say 'No, no, that's no good', destroys rather than creates an attitude of confidence.

A tutor

There isn't an easy transition from the university to the primary school. You need to slough off a few layers and sort out which things belong, and lots of what we did at university doesn't belong anywhere in the primary school. To come in simply with those ideas and preoccupations is meaningless to the people in the school.

A student

All very well in practice

In any staffroom you can find teachers or probationers who feel that their training left them ill-prepared for the practical tasks of teaching. Any more relevantly practical course deserves attention, particularly if its students earn a reputation among subsequent employers for commitment, competence and responsiveness to individual children. This is the one-year course at Goldsmiths' College, London, which prepares about 120 graduates a year specifically for primary teaching, and has evolved over a decade its own distinctive philosophy and practice. Like the primary education it emulates, the course is teaching individuals, not subjects.

The guiding principle is that students should be taught in the way—the tutors hope they will then teach children. What influences students most—and what they will reflect in their own teaching—is not what they might be told in lectures or books, but how they learn: the course's organization, their tutors' attitudes, their total experience of the course and the philosophy it communicates.

The course starts as it means to go on, with an intense fortnight in schools. All students are warned that their interviews that it will be tough both physically and psychologically. They immediately confront the need to relate to children and take responsibility for others—fundamental realities of teaching for which their previous academic training (or any extension of it) is no preparation.

Students on other courses sometimes start with a period in schools, but only observing. Tutors on the Goldsmiths' course believe that students need more experience before they know what to look for, or can usefully apply observations to their own practice. So they are thrown in the water straight away, though not at the deep end.

Each group of 20 students takes over a classroom with their own tutor (with whom they will spend much of their year, like a primary class with its teacher). Each student has two or three children whom she—or sometimes he—must guide through some small-scale activity: a sequence of number, drawing and writing about moulds, for instance.

Throughout the course the emphasis—for children and students—is on the small-scale that can be precisely observed from direct experience, on small steps that can be confidently mastered to encourage future progress. If students were faced with a whole class too soon they might become the defeated, or adopt strategies for survival at the expense of developing their own individuality.

As one student confirms: "The thought at the beginning of having to deal with a whole class would just end in nervous breakdown, rather than in anything constructive at all." Tutors encourage students to continue mastering their technique with small groups well into the spring term. Though some teachers regard this as condescending, they notice the "intensity of vision" which ex-students can treat every member of a class as an individual and yet organize a classroom with the most difficult children.

Apart from their first fortnight and two normal block practices in Spring and Summer, students also spend 15 days each week in school—an afternoon working with their group and tutor in one school, and Friday dispersed to other schools to work with class teachers. Most will have experience of at least six schools by the end of the year. They can compare schools' differing problems, or their differing responses to the same problems.



Goldsmiths' Plowden Floor, the course's base designed to re-create the working atmosphere of a primary school.

If a student is starting in one school—under difficulties with children, teacher, or the school's own personality—there will be other chances to start afresh on a better footing.

Tutors have, over many years, carefully nurtured the relationships of this school-based course with its practice schools—mostly from the college's normal geographical allocation. Teachers are encouraged to trust tutors, not as superior promoters above the fray, but as colleagues prepared to help alongside them in school.

Teachers are encouraged to participate in the students' education, giving them valuable help in school and coming into college for regular informal evening "workshops", much valued by students and teachers alike. As befits a school-based course, at least one tutor each year is a seconded teacher, and heads have sometimes joined in interviewing for the course.

Seminars in college are organized around students' own experiences in school, rather than around the normal academic subjects, and are virtually all supervised by the department's own six tutors. Theory has a place, as

the course's founding director, Leonard Marsh, explains: "It's not as some kind of perfect lecture from 'practice', but as 'the process of contemplation and reflection upon the student's own activity, and the activity of others, in the enterprise of teaching'."

Such reflection is promoted through seminars, and through the journals which students keep as an essential element in their course. As one student put it: "The course is trying to teach us to teach ourselves to teach."

The tutors must decide when practical advice is essential, and when it is better to wait and help students to reach solutions for themselves. Though the success varies with tutor and students, most students respect that tutors do not normally impose views. "The terrible idea of taking notes and regurgitating someone else's views is completely out."

The course's working area, a flat on the top floor known as the Plowden Floor, is specially designed to resemble the practice of many primary classrooms. From tutors' own enclosed work areas, which can be separated by movable partitions, they can see the students' work, but are easily rearranged—apartments and a range of cushioned benches and a range of working units.

This environment not only allows the tutors to observe the students' work, but also encourages informal relationships between them and fellow students. And the many "children" and students are not just parrots, pottery and stuffed birds, but models to students for arranging their own work.

Students spend much time on the Plowden Floor in craft workshops, including bookbinding, ink work, prints, lino cuts and clay. Ink work typifies the pleasure and satisfaction of them feel.

It does a great deal for you when you begin to see just how much

Potato prints are one of the features of the craft workshops.

It's fantastic, the creativity I never had. The revolution is shared by many students and dismissed themselves as hopeless. They even those with more evident ability have been pressured to neglect it in favour of their more academic talents. Not treated as one large space in which to learn, but the most powerful way how their experience could transform their own people.

It was great to realize that—however ignorant you thought yourself—you could do something worthwhile, and that is what they can't do, they can't do it across. Children will have, with each technique, a desire to learn and observe. Most of them are already integrated in the Plowden Floor in craft workshops, and they can stimulate a whole range of work, including bookbinding, ink work, prints, lino cuts and clay. Ink work typifies the pleasure and satisfaction of them feel.

It does a great deal for you when you begin to see just how much



Elsewhere on the Plowden Floor, students talk through their school experiences with Don Skinner, a group tutor.

special attention in turn through the year to writing, reading and maths. Special maths and reading conferences create an impetus for subsequent work in schools, college seminars and informal workshops. After the maths conference groups of students meet to huddle in corners of the Plowden Floor, engrossed in mathematical games or with apparatus they themselves had been encouraged to make in the college's teaching aids workshop.

These "conferences" are just one example of the "intensive patches of experience" which the course arranges, stimulating enthusiasm through their very concentration. Every Easter vacation a group of students spends a week at a student residence in Greenwich, each looking after two or three country children, exploring Greenwich and the city, and encouraging the children to respond to their experiences, whether in conversation, words or drawings.

The students eat, joke and play football with the children. "Beating the students at football" was some children's most treasured memory, and finally see them in bed with a story. The students learn a lot about children.

ren and teaching from this week, even if this elder brother or sister relationship may be too informal and relaxed for any school, however enlightened.

Does the course work? Certainly students normally all pass the final assessment, comprising summer practice, two exams, and a dissertation in which they test some specific element of theory against their classroom experience with a small group over a term.

The tutor's main concern is with the students' practical and emotional attitude. And the course can be judged by the confidence with which most students approach their own classes come September—and by the corroboration from heads and former students that such confidence is justified. After the first block practice the tutors encourage a few students with severe difficulties to rethink their futures, and one or two withdraw. Tutors may be more reinforcing students' inner doubts, arguing that this is far kinder than allowing them to stagger through the year, either to fail or scrape through into a career in which they might never be happy or adequate. Such judgments are difficult; doubts remain about

the implications of these judgments by tutors.

Question marks also hover over the course's values and omissions—notably its attitude to reading. Although students are briefed about reading schemes, the tutors believe the emphasis should not be on standards of reading attainment but on stimulating the desire to read and integrating it with other classroom activities. So students experiment with "reading without a reading scheme": children compose and illustrate their own books which others can read.

The course may believe that reading should not become an obsessive concern, and yet it is this in many schools where students will teach. Should the course do more, or would it be betraying one of its central tenets?

There is also some controversy about the course's view of primary education as one coherent stage, which minimizes the distinction between infants and juniors. Nevertheless, students opting specifically for infant teaching have some practice in infant schools and also participate in special seminars.

The course could not cover everything in one year. Instead, it strives to equip students with an impetus of faith and confidence so that they continue the process of becoming a teacher, whatever the frustrations. Students appreciate that the course is only a start: "One's training begins when one gets into the classroom, and never ends."

One aspect of students' enthusiasm for the course is most striking. They have gained professional confidence but also—paradoxically for a course so determinedly practical and professional—many claim that it has far more influence on their total approach to life than their earlier academic courses.

One of the students said: "In the past I have always been pushing my own individuality. To foster other people's individuality is something I found very difficult in the initial stages. Ultimately this approach is a much more rewarding experience than merely pursuing one's own interests. You find yourself, while the child are finding themselves. It is a process of mutual discovery."

Another student said: "I think this year has taught me more about me than anything. We've had more personal battles with our own characters this year than ever before."

Can this course's distinctive practices be transferred elsewhere? Much depends on the attitudes of tutors and principals. Moreover, this course is specifically consecutive, for graduates and for primary education.

There is, however, one pointer for the future. Leonard Marsh, now principal at Bishop Grosseteste College, Lincoln, is transplanting many of the course's essential features, including the tutorial systems and the specially designed environment, into a new third "professional year" for all his students, who are non-graduates preparing to teach all ages of children.

It may hardly seem a propitious time for publication of a report of the course. Colleges are distracted by imposed mergers and a unit structures, while economic crisis and a falling birthrate guarantee a continuing contraction in teacher education. Arguably, however, there is now all the greater need to examine the quality of education that the diminishing number of students will receive, and to sustain the faith of all those who respond to the philosophy which this course embodies.

"The Making of a Teacher" is available from Bishop Grosseteste College, Lincoln (£1.25).

14/11/75 1.06

Michael Church talks to the winners of this year's TES Information Book Awards.
Geraldine Lux Flanagan and Sean Morris, authors of *Window into a Nest* (Kestrel Books),
and Ralph Whitlock, author of *Spiders* (Priory Press)

Birds of a feather

It all began when Niko Tinbergen suggested that a glass-backed nesting box might present an interesting subject for a film. Sean Morris and Geraldine Lux Flanagan set to work and 2,000 photographs, many notebooks and several months of day- (and sometimes night-) long vigil later they emerged with the ingredients for what turned out, in the first place, to be a remarkable book.

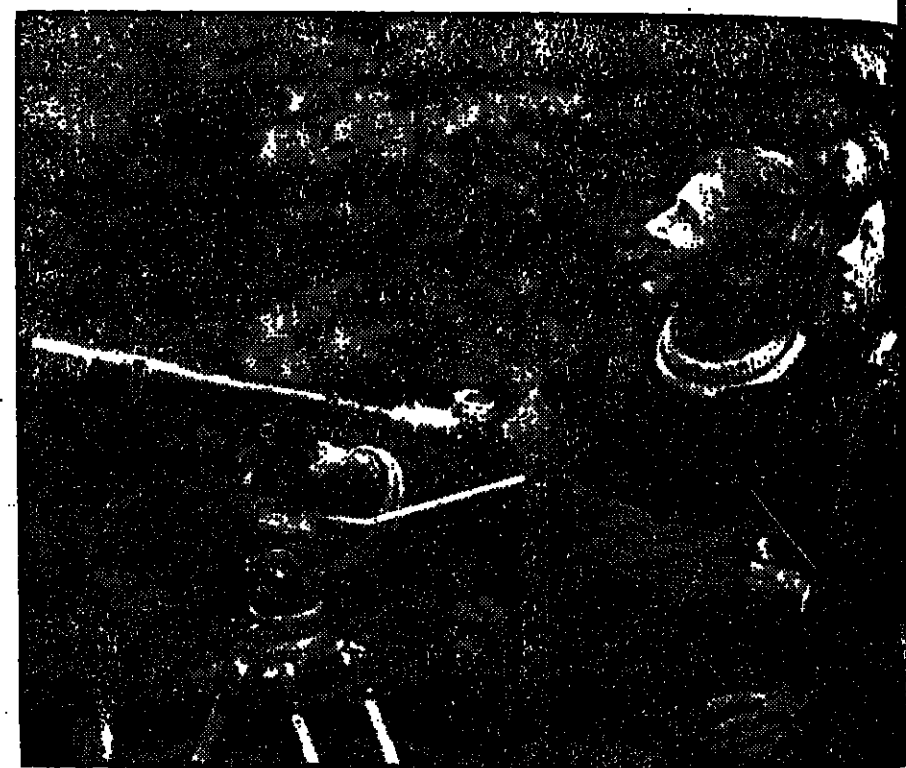
They developed a healthy respect for the unwitting actors in their diminutive theatre. "One couldn't help but relate to them," says Sean Morris. "They managed to adapt to some pretty strange goings on." As his photography progressed and as, for example, he nailed a watch to the inside of the box, the setting became "very un-nest-box like", yet the mating and breeding went on. "In the end the birds became immune to us. If for some reason we wanted to stop them getting into the box, we had more or less to stand with a hand over the hole."

Indeed, the blue tits' sterling moral qualities positively presented problems for Geraldine Flanagan. While she was at pains not to give the impression that natural selection loomed as starkly for human as for other young, she also saw the converse danger. "These are super

parents—which child has such devoted and self-denying parents of its own?"

With two much-praised popular science books already under her belt, she is fascinated by the whole question of presenting non-fiction to children. Deploping the customary division between arts and science, fact and fiction, she spends a lot of time in schools and libraries—watching, listening and trying things out. "If you are writing for a lay readership, she says, language and content 'interact enormously'." She types "out loud". (Her publishers assure me with affectionate ruefulness that she fights over the placing of every comma, the tense of every verb.) And in the case of this particular book she regarded visual presentation as being so important that she did a layout first and then wrote the text round it.

But is the book, really, based on a fluke? In some ways, yes. Sean Morris refers to their "naïve over-confidence": he would hedge his bets more next time. But though they were lucky in that the birds they observed decided to avail themselves of the proffered hospitality, this was with some encouragement. The authors took down all the conceivable opposition, so as to make their own box more attractive, and near it they kept a well stocked feeding table. . . .



Singularly together

"Spiders' are not by any means my favourite subject," says Ralph Whitlock, contentedly casting his mind back over the 30-odd books he now has to his name.

His career has had a remarkable coherence. Leaving school in the thirties Depression, he could not afford to read history at university as he had wanted, and instead went straight on to the land, ploughing by horse, milking by hand. He soon got himself taken on as local correspondent for three Wiltshire papers and then started a nature column for the *Western Gazette* which he still runs, 43 years later. "I get more reader participation with this than with anything else I have done," he says. "They write, phone, send specimens—they more or less write the column for me."

In 1946 he became farming correspondent of *The Field*—another post he still holds—and by 1950 he had established himself as a farming and nature pundit for the BBC.

Regular listeners to Children's Hour in the 1950's will certainly remember *Cow-*

leaze Farm, that monthly saga of everyday farming folk which was in effect the forerunner of *The Archers*. *Cowleaze Farm* was Whitlock's idea and, as farmer Whitlock, his was the presiding voice on the air. He wrote and acted in numerous plays and documentaries for schools, and played question master in quizzes.

Later in the 1960's his geographical horizons expanded somewhat with his appointment as agricultural consultant to the Methodist Missionary Society, for whom he travelled in Africa, India and the Caribbean, advising hospitals, colleges, and peasant smallholders.

No longer a farmer now, he writes virtually full time. He is a systematic, fast worker, and has at present five books in the publishing pipeline: yet another Whitlock's *Wessers* will be published next week by the *Mocker* Press. And at this point in his life, too, his horizons are expanding again. He writes rather reticently, to an ambition to follow his great literary compatriot of days gone by, and write novels about Wessers.



For the full report
by the
competition judges,
see pages

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25 Progressive or permissive?

Henry Pluckrose on primary education

Education and Social Control. A study by three sociologists of three infant classrooms in a school serving a largely working-class area. By Rachel Sharp and Henry Pluckrose. Routledge and Kegan Paul £5.25. 071008160 X. 135p. 135p. 0710081618.

It is a study by three sociologists of three infant classrooms in a school serving a largely working-class area. The authors treat their material quite clinically. They interview and record with a view to evaluating progressive school practice and child learning.

An academic exercise I have to say that the activity was of little value to the investigators. Indeed it was the eminently readable which they present their deep misgivings remain—

the assertion on page 16

the studies are essentially

caution that it is possible

to a critique on modern pro-

gressive education on research

conducted in one three-teacher unit.

They head micro-institutions

which they can identify posi-

tively for further research but

they should be encouraged

to publish their findings without

being them in other institu-

tions open to question.

It is a particularly important

point in the description of Map-

dene Lane* is accurate, the school would cause the advocate of modern progressive methods to weep with frustration rather than to shout for joy. Who decided, I wonder, that Mapdene Lane was progressive? Permissive might have been a more appropriate adjective. Let us examine the evidence.

The parents with whom the head-teacher and staff have been in conflict "stare into the classrooms visible from the street and exchange information and interpretations at the school gate". Excluded but for open days and general meetings, the parents remain outside—aware that the school "was modern in approach but quite unaware of what the approach actually was".

The headteacher and the staff involved in the study are revealed, despite the lengthy interviews which are included in the text, as caricatures. Their personalities never really emerge. They appear to be confused about their function in the classroom, confused about the parents, confused about the background from which their children come.

This might be an entirely accurate picture of Mapdene Lane. Mr McIntosh, the head-teacher, is quoted as saying "I wonder if we are doing the right thing? I often have my doubts about whether these methods are suitable for these children." Mrs Lyons, one of the teachers, saw the parents as "irresponsible, incompe-

tent and illiterate" adults who were failing to produce "trained children". Her colleague, Mrs Carpenter, describes the children as "thick, and those who are not thick are disturbed". Mrs Carpenter, let it be said, doesn't actually shine herself, as this extract from an interview shows:—

"Interviewer: How does one notice what stage a child is at?
Mrs Carpenter: Oh we don't really know, you can only say the stage he isn't at really, because you know when a child doesn't know but you don't really know when he knows... and when they don't know they really don't—you can't really say that they don't know can you?"

Mrs Buchanan, the third teacher concerned, is doubtful about the efficacy of child-centred learning. It would appear, because she cannot cope with the demands upon her, "Here you have to keep to for about five or 10 minutes and get anywhere near what you want."

These examples are probably enough to cause even discerning enough to question the narrowness of the researchers' brief. To this I would add one further reservation. The description of the school itself suggests either that the researchers were suspicious of what they found out, that their own value judgements were allowed to colour the final draft of their report.

It might appear, from what I have written so far, that there is

little of value in the text. But this would be grossly unfair. I would question the value of their findings, but not the value of the questions which are posed throughout. Is it possible, for example, to evaluate a school in anything but academic terms? What other criteria could we use? Does the modern primary school reinforce the low status of the problem or difficult child by continually reinforcing the academic and cultural demands of a largely middle class teaching force? (The fact that middle class children have problems and working class children have brains is not really faced up to in Mapdene Lane and, therefore, rather ignored in the book.) To what extent does the progressive teacher fail because of an inability to handle the fluid situation she creates in her classroom? Is the language of modern education so rich in vagueness and generality that "child-centred" means all things to all teachers? If the meeting of home and school is to be positive and fruitful should we not allow parents to observe the learning process and to intervene when appropriate? How can the ambivalence which most teachers feel towards parents best be handled and what part does the head-teacher (a figure pressured by parents, staff and the education authority) play in the resolution of tensions?

These are but a few of the fundamental questions which are

posed in *Education and Social Control* and I hope that those teachers who describe themselves as progressive are better able to answer them than those of Mapdene Lane. It is of vital importance, at a time when the assumptions of child-centred educators are being questioned by parents, academics and politicians, that those who subscribe to modern primary methods appreciate that the whole process of education is a compromise, the structures need to be continually renegotiated and parameters defined, that children need to be described not only in terms of physical and emotional growth but also in terms of developing cognition.

Education and Social Control ought to be read by teachers for it will help them to examine their own practices. It deserves to be read by headteachers for it provides considerable insight into the political nature of headship. But I fear that it will be read, in the main, by those who already feel that child-centred education offers little of value to contemporary society. A pity this for Mapdene Lane (and places like it) provide the basis for this belief. Were all modern schools like this, I would join the formalists tomorrow!

* The school and the teachers' names included above have been altered (as in the book itself) to make identification impossible.

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32 Resources

Audio-visual aids unit set up for sex education

by Carolyn O'Grady

An audio-visual aids unit dealing with sex education, personal relationships and related subjects has been set up by the Family Planning Association at their main London offices. The aim is to give teachers, health educators, youth workers and others a knowledge of the teaching resources available to them, as well as providing material through a membership scheme.

The choice of materials on display reflects what the FPA see as the changing status of sex education within schools. Though still mainly incorporated into biology and religious education classes, inquiries about sex education suggest that it is now coming under the umbrella of humanities courses and many other subject areas. Materials on display therefore include, for example, the Schools Council humanities project; taped interviews with teenagers—mostly girls who have accidentally become pregnant—from the Birmingham Brook Advisory Centre and the *Who Am I, Where Do I Come From?* filmstrips by Camera Talks, as well as a great number of biological wallcharts and pamphlets on health, hygiene and birth control. Equipment with which to view slides and filmstrips is also contained within the unit.

Miss Tasha Williams, assistant director in charge of information and publicity at the FPA, said that since last year, when the Government took over the running of most

of the FPA's 1,040 clinics, the association had in particular set out to develop their work with schools, youth leaders and health educators. They no longer saw sex education in terms of a twice a year visit from an FPA visitor, but as a subject to be integrated more generally into the curriculum. For some time the association had been running courses for teachers on sex education, family planning and human relations. They were also involved in experimental community sex education projects such as Grapevine, based in Islington and Camden.

In addition the association had set up a National Information Resource Centre, a reference library and information service. And it was as an adjunct to this that the audio-visual aids unit had been established.

Miss Williams said the FPA had found a tremendous interest in audio-visual aids, accompanied by ignorance about the type of aids available and their sources. The unit and membership scheme was designed to counteract this.

Members are entitled to use the unit itself and also the FPA's National Information Resource Centre, a reference library housed in the same building. They receive a copy of the FPA's list of sex education resources; copies of selected fact sheets, updated annually (titles include *World*



From a Family Planning Association publication, 'Too Great a Risk', produced in comic form.

Population Statistics, The Legal Position Regarding Contraceptive Advice and Supplies to Young People and VD and the Pill and a set of FPA leaflets and booklets. Members also have the right to attend film viewing sessions at the FPA national office and there is a discount on certain books purchased through the FPA Book Centre.

The annual membership fees are £3 for individual membership and £15 for corporate membership (corporate members receive two copies of materials and their staff are entitled to use the AVA unit and NIRC facilities).

A leaflet about the sex education AVA unit membership scheme can be obtained from the Information Resource Centre, Family Planning Association, 27-35 Mortimer Street, London W1A 4QW.

'The name of the game is survival in London'

There is still one week to go before the London exhibition in the Flower Market, Old Covent Garden closes. The theme of the exhibition, which was devised by the Royal Institute of British Architects for European Architectural Heritage Year, is London's architectural heritage, the changes brought about by redevelopment, and the opportunities to choose and control those changes.

All three aspects are given a multi-media presentation in the basement, while upstairs people are using the space to explain what they are doing to influence the future of London's environment.

The first section downstairs shows that heritage means, for most people, their area and community. It explains the relationship between community and place, drawing attention to the details of buildings and streets such as decorated doors, windows and railings. Accepting the need for change, the exhibition is at the same time concerned with the enjoyment people will feel in our buildings in the future.

In the section on change, we are shown how community life is being damaged and how change seems automatically to have become linked to destruction. Moving on to the opportunities to influence the planners, Simon Jenkins, Sarah Dickinson, Benny Green and Bill Grundy present the problems and suggest action: participation, voting, comment and protest.

A slide show and two videocassettes are used to illustrate the themes downstairs. One of the cassettes was produced by Architectural Association students for BBC 2's *Open Door* series. The other is a film, *Tolmers Community—Beginning or End?*

Among the exhibits are *Two Miles of Opportunity*, a parkland walk between Highgate and Finsbury Park; *Crumbles Playground*, a play centre project built and designed, at the request of the local community, by

architectural students, volunteers and children; *Rehousing in Covent Garden*, the *Ham Street Warehouse* and *My Environment*, the Co-op production.

Upstairs is the result of a consultation sent out to all those with a significant hand in the future of London's environment. They were invited to explain what they were doing and included Government agencies, community groups, operators, public services and societies. There are a great many contributions to look at. One game called *Metropolis*, which involves the various forces that shape London on one side and the Londoners on the other. The game is survival.

A book of the exhibition, which is to be published, will incorporate some of the comments expressed in the comments book placed at the exit. Some visitors have expressed a hope that the exhibition will find a more permanent home, at least four schools.

Admission 10p for students, Monday to Saturday 10 am to 5 pm, Sunday 2 pm to 5 pm. Further information from: The London Exhibition Group, Secretary, 48 Anne Street, London, W1 9L.



One of the exhibits suggesting uses for Tower Bridge—in this a wonder water slide.

Co-op compilation

The Co-operative Movement and how it operates are the subject of some new wallcharts produced by the London Co-operative Society. The wallcharts tell the history of the movement and describe its organization in photographs and explanatory captions and give statistics relating to membership and trade.

One wallchart concentrates on the educational activities of the London Co-operative Society, listing its summer schools and featuring its societies, clubs for music, film, dance, singing and woodcraft. The charts cost 40p per copy (post free). London Co-operative Society Limited, Education Department, Co-operative Centre, 129 Seven Sisters Road, London N7 7QC.

Coins of the realm

A new gallery of Coins and Medals opened at the British Museum at the end of last month. This is the first time that a space has been devoted exclusively to their display.

The holdings of the department are among the most important and comprehensive in the world, but as space is still limited, the new gallery will display only the history of coinage and currency in Great Britain.

More than 1,200 coins and medals will be on display in 28 cases. While many will be of interest to specialists, the objective has been to make them available to general visitors and to schoolchildren. For this reason the coins and medals are shown with maps and photographs designed to set coinage in its political and cultural setting.

Plans for the gallery include increasing the coverage of coinage for the rest of the United Kingdom and its former colonial possessions. British Museum, London WC1B 3DG.

Anatomy of a referendum

An exhibition of posters and tape/slides presentation of the Italian divorce referendum of 1974 is on at the Concourse Gallery, the Polytechnic of Central London, until October 31.

Divorce Italian Style shows some of the social, economic, political and cultural factors involved and to explain which way the vote in the "No" vote. The purpose of the referendum was to call upon the Italian people to vote for or against the abrogation of the law of 1971.

To retain the law permitted divorce it was necessary to vote "No" and to cancel the law thereby no longer permitted divorce, it was necessary to vote "Yes". PCL, 35 Marylebone Road, London NW1.

OU films

Five catalogues giving full details of all Open University film titles of all Open University film titles recently been published by Sound & Vision Ltd, who are distributors of the Open University Film Library. The films are available either for hire or for purchase.

Colour film is also available in video format. The five catalogues are entitled: Arts, Mathematics, Science, Social Science and Technology.

They are available free of charge from Guild Sound & Vision Ltd, Woodston House, Peterborough PE2 9PZ.

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TES 24/10/A

Migration, anaemia and population

by John Barker

Overhead Projector Transparencies. Social Studies, Evolutionary time-table 3401, frames 4, price £2.04; Primate classification 3402, 1, £0.60; Stages in the evolution of Man 3403, 1, £0.60; Patterns of human migration 3404, 4, £2.04; Distribution of Man at present 3405, 2, £2.52; Sickle-cell anaemia in Africa 3406, 3, £1.56; Origin and spread of Neolithic culture 3407, 4, £2.04; Spread of agriculture 3408, 4, £2.04; Pleistocene ancestors of domesticated animals 3409, 5, £2.52; World population from the Stone Age to present times 3410, 2, £1.08; Population study: Parametrium feeding on yeast 3411, 2, £1.08; Rural and urban population growth 3412, 2, £1.08; Population growth by regions 3413, 2, £1.08; Population growth and income 3414, 2, £1.08; Population structure 3415, 1, £0.60; Food per person per day 3416, 2, £1.08; Comparative energy consumption 3417, 2, £1.08; Environmental pollution 3418, 4, £2.04; Designed by Charles Brady and available from: Audio-Visual Productions, 15 Temple Sheen Road, London SW14 7PY. Complete set £25.51.

These transparencies are associated with the slide sets on the same topic reviewed in the TES (July 4). They can, of course, be used independently although they do provide good supportive material. As can

be seen from the titles, the sets are wide ranging and could be used in a wide variety of courses in both schools and colleges.

The transparencies are unmounted, but each set comes in a stout transparent plastic envelope together with a sheet of background notes. The film also markets a simple "Universal Transparency Frame" at £1.00, consisting of a white, stout plastic mount, internal size 250 x 190mm, which is laid on the top of the projector. A protruding rod and bar provide a means of registering the overlays.

Apart from the ease of use, an advantage of this device is that the registers are the same distance apart as the holes made by a standard ring binder punch. Thus transparencies from a variety of sources can be used with it.

Some of the material consists of charts and other data, on, for example, world population and the relationship between population growth and income. This data is already available as book diagrams, but can be used more effectively when presented and discussed as a transparency. The set, Sickle-Cell Anaemia in Africa builds up an interesting picture of one of the few well-known examples of natural selection in man; the interaction of the sickle-cell gene with the environment is clearly illustrated.

The material presented in *Population Study: Parametrium Feeding on Yeast* provides some interesting background information on the relationship between Parametrium, man and their food supplies. The single frame set *Population Structure* indicates that population growth in many parts of the world will continue at a high level even if individual family size is considerably reduced.

It is a pity, in this context, that reference was not made in the notes to the United Nations Demographic Yearbook, available in many public libraries, in which similar data for individual countries can be obtained.

The standard of layout and design of these sets is good. The lettering is clear and the material well displayed. Colour is used particularly effectively in *Evolutionary Time-Domesticated Animals*. The teaching notes are brief, but to the point. Sheets end with a selection of discussion topics presented as questions. As a result even a relatively inexperienced teacher should be able to develop an effective class discussion.

Perhaps in a future revision of these sheets a short annotated reference list could be added. All teachers of biology, social sciences and allied subjects should inspect these sets, there is something here that should be useful to most.

Paste and paper, pottery and string

Two new adhesives for use in schools are announced by Bostik. The Schoolmates range consists of a School Paste for sticking paper and card, and a PVA 20 adhesive for stronger adhesion which will stick cloth, cork, stone, pottery and string. Both adhesives are non-toxic and can easily be washed out of clothing.

The School Paste is most suitable for art and craft, for making models from paper and paper decorations. It is simple to use because the bottles are plastic and have pointed nozzles for easy applications.

The PVA 20 will give a stronger bond and should be used when a variety of materials are being stuck, for instance, when making a collage. It can be added to paint as a thickening agent and can also be used as a glaze for pictures when several thin coats are applied. The School Paste comes in 4 oz, 20 oz and 5 litre bottles and so does the PVA 20.

Communications, Ltd, 308 High Street, Croydon, Surrey CR0 1NG.

Glamorgan video system

A 12 channel HF video distribution system has been installed at Glamorgan Polytechnic, Pontypridd, by Rediffusion Industrial Services for the television service that has been running for a year at the poly's centre for educational technology. Six channels are available for internal broadcasting of which four are for off-air programmes and two for radio.

The television service at Glamorgan Polytechnic is used in all aspects of research and education within various departments. Television is also promoted as a research tool in the fields of social sciences and community service. Each department can make use of the service as an audio-visual aid or as a visual record of research work. The television system is playing a particularly important part in two areas.

The first is as part of courses in the civil engineering and building departments where it is used to test the suitability and safety of building materials; the second as part of work carried out with ESN children by the department of social studies and arts.

Scientific dramas

by G. C. Sneed,
Scientific Adviser to
the Molecule Club

The Molecule Club should already be familiar to most TES readers. Initiated by Sir Bernard and Lady Miles at the Mermoid Theatre, London, some seven or eight years ago, it introduces science to young children of seven to 11 in a way that they find fun and yet makes a deep impression on their memories, triggering off all kinds of classroom work.

The productions now attract some 1,000 children a day throughout the London area, before touring provincial theatres.

The unusual and exciting technique aims to link science and drama by staging two or three productions each year featuring basic principles and experiments of a scientific topic such as mechanics, electricity or magnetism, within the framework of a story.

Research shows that this approach to science education is considerably more than a day's excursion. Evidence gathered from teachers indicates that many children remember the scientific facts for up to a year afterwards, and that a number of boys and girls who were reluctant to read, write, or speak coherently have improved enormously because they wanted either to learn more about a specific topic, build a model, or merely communicate their new knowledge to others.

The last production to be staged, *Sparks*, was related to electricity. The story is based in a small kingdom cut off from the rest of the world by high mountains. An evil count, however, finds his way out into the modern world where he learns the "secrets" of electricity. On returning home he decides to use his new knowledge to frighten the population and take over the throne.

The count's laboratory deep in the forest is found and his electrical secrets revealed so well that the rescue party use the knowledge

The rescuers building a cell from information gleaned from the wicked count's forest lair.

to turn the tables and save the kingdom. In November the Molecule Club will be in action again, this time with a production about those who could not bring the last series of papers to the Molecule Club.

The effect was so startling that it seemed imperative to record it.

Let us start with Woodlands. In 1962 a new head was appointed and new policies put into operation. These included the gradual introduction of streaming in the early years of primary school.

A new approach to examination entry and a substantial switch to level entries from the Joint Examinations Board. The school's results gradually improved.

It is incontrovertible. However, the evidence is interpreted, tried and tested to the head and staff for bringing about such a transformation.

In his thesis, Dr Thompson never explicitly claims a causal connection between the introduction of streaming and the improved examination results. Certainly there is nothing to sustain such a conclusion—or indeed any claim as to which of the factors employed were causally connected. It was no doubt modestly claimed that the school's improvement was a possibly relevant factor.

Although the question of causality is important here it pales into insignificance beside the fact that the improved performance at Woodlands—whatever its cause—was to be about half as good as can be achieved under the old tripartite system.

Although the comparison being made was not planned from the start, the evidence from the City of Bath Technical School (CBTS) is clear enough to establish a strong case for the case that a streaming scheme might be having deleterious effects on educational standards.

In 1968 the City of Bath O level results of all fifth-formers were correlated with their verbal reasoning quotient performances at age 11, a method similar to that used at Woodlands. Woodlands pupils who entered the school at 11 and related these to the O level results of those pupils who entered the school at 13, showed a marked improvement in their verbal reasoning quotient scores.

The entire fifth form, 80 pupils, entered CBTS in 1968; they gained average O level results of 4.5.

The distribution of the sample of 70, whose verbal reasoning quotient scores could be obtained, is shown in Table 1. Can pupils' VRQs be obtained, because they were

tale of two schools

Fred Naylor

circumstances one would expect to find a comparison of individual schools into the comparative debate. But circumstances are not normal. First, we are not normal. We have a Government who have introduced a wholesale change in schooling, without consulting a proper inquiry into its effects; and second, supporting the comprehensive movement on one school.

O level results of the Woodlands School, Coventry, were made available in a sensational manner that greeted readers of the TES on February 1. The results are better than those of any other school in the country. The absurdity of such a claim on one school is not to be considered so much as the need to comment. However, the Teacher is a powerful voice on educational public opinion.

Even Professor John Elliott, in an article, "Research on the Comprehensive" (TES, 24), singled out the examination successes at the school as a shining example of a comprehensive school. It is hardly surprising that the Woodlands School has become part of comprehensive folklore.

On the basis of my knowledge of Woodlands evidence—its head, Mr D. Thompson, kept and made meticulous records of examination successes, my acquaintance with the records of the school, the City of Bath Technical School, I was able to look at the Woodlands results. I was struck by the external yardstick of the Woodlands results. The effect was so startling that it seemed imperative to record it.

Let us start with Woodlands. In 1962 a new head was appointed and new policies put into operation. These included the gradual introduction of streaming in the early years of primary school.

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late entries to the school. There were no records indicating who these 10 were and a scaling process has been used to determine their contribution to the overall performance. As they almost certainly did less well at O level than the rest, the number of passes attributable to the 70 in the sample is likely to be higher than the 434 arrived at by scaling.

The Woodlands O level results, chosen for comparison, are those of the 1965 entry pupils who, in the main, took the examinations in 1970. This entry is chosen because it produced the best recorded results at Woodlands and the VRQ scores of the pupils in this year of entry are included in Table 1 for comparison. It is fair to add that the 1968 O level results for CBTS were the best recorded up to that time, judging by the number of passes achieved per pupil (6.2 compared with an average of 5.3 in the previous two years combined). As at Woodlands they were achieved by a gradual build-up over some years.

Thus the total number of O level passes achieved by Woodlands in its best year (1970) was matched at CBTS in 1968, even though the numbers of pupils in each year of the relevant VRQ ranges at CBTS were only about half those at Woodlands.

When the comparison was between the number of pupils obtaining five or more O level passes, the figures were 60 (CBTS) and 39 (Woodlands), although Woodlands had twice as many pupils with VRQs of over 115, compared with CBTS. It would appear that the chances of a considerable body of pupils gaining five or more O level passes was great in a school such as CBTS, under the tripartite system, as it was in a comprehensive school such as Woodlands.

More information from both schools would be needed to establish this degree of superiority conclusively—particularly on the kind of VRQ test used in each school. Because both schools used Moray House tests, however, it is expected that the effect of using different tests would be slight.

An important fact emerging from the Woodlands study was the steady decline in the average VRQ scores in Coventry from 110 to 100 between 1965 and 1968. It is easier to believe that this was due to anomalies in the tests rather than a real decline in the verbal reasoning powers of Coventry children.

This was borne out by the special investigation carried out by the Department of Education at Edinburgh University, who also designed the Moray House tests, as was the view that the apparent decline in verbal reasoning powers was due to the decrease in test sophistication of primary pupils in comprehensive schools. This is true, but the number of bright pupils in Woodlands was much greater than the numbers in the top two VRQ brackets indicated by the figures.

Other factors, no doubt, work in the opposite direction. For example the Woodlands figures include some pupils who left before taking O levels but who might have gained some passes. The CBTS figures may exclude a small number of such pupils, estimated as a maximum of five and spread over the whole VRQ range. One way of overcoming this difficulty is to allow for the Woodlands premature leavers, who did not complete a five-year course and did of these pupils, in each VRQ bracket, is shown in the first column of Table 2. The second column shows the numbers of Woodlands pupils in each VRQ bracket who completed the five-year course. The completed five-year course, all take O levels but it is to be presumed that those who did not were judged unsuitable on grounds of their ability.

If the figures in the second column of Table 2 are substituted for those in the second column of Table 1, it can be seen that the

Table 1
VRQs of the pupils studied, related to the total number of O level passes.

| VRQ | City of Bath Technical School (3-form entry boys' technical school) | The Woodlands School, Coventry (10-form entry boys' comprehensive school) |
|---------|---|---|
| 130 | 1 | 2 |
| 116-130 | 20 | 45 |
| 100-115 | 47 | 124 |
| 85-99 | 2 | 64 |
| 70-84 | 0 | 32 |
| Total | 70 | 267 |

Total number of O level passes gained by these pupils:

| | |
|--|-----|
| City of Bath Technical School (by scaling from the total number of passes (496) gained by 80 pupils) | 434 |
| The Woodlands School | 442 |

Table 2
Proportions of the 1965 intake leaving and completing the five-year course related to VRQs.

| VRQ | Number of pupils leaving before completing five-year course | Number of pupils who completed five-year course |
|---------|---|---|
| 130 | 0 | 2 |
| 116-130 | 7 | 38 |
| 100-115 | 29 | 95 |
| 85-99 | 36 | 28 |
| 70-84 | 23 | 9 |

claimed, an outstanding example of a comprehensive school.

One feature of the presentation of the national statistics for O and A level successes cannot be too strongly emphasized when comprehensive achievements are being discussed. The Department of Education and Science's practice of including these achievements for pupils brought up in the tripartite system as comprehensive successes, if the first-year intake to the school has become comprehensive for several years. There are already signs in the DES statistics that comprehensive are lowering

standards. If the evidence shows we are slightly off course now there is a strong possibility that we shall find ourselves disastrously off target when the effects become fully known—perhaps to the extent indicated in the CBTS and Woodlands comparison. This is the importance of such a comparison for all its lack of refinement. Common sense dictates that we cannot afford such a risk and that a proper inquiry should precede further comprehensive schemes.

Fred Naylor is an executive member of the National Council for Educational Standards.

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38

Where the elite meet

Gloria Borley visits the academic city of Novosibirsk in Siberia

For those people outside the USSR who have heard of it at all, Novosibirsk is known mainly as the "Academic City"—a showplace of important institutions where academics, especially scientists, can work undisturbed. In reality "Akademgorodok" is only a district of Novosibirsk (New Siberia), the largest city in Siberia, on the banks of the Ob River. The academic town itself is rather isolated, about 30 kilometres from the main city centre and separated from it by a cold sprawling village with its little wooden houses built in traditional Siberian style.

My own stay in the academic town lasted about five weeks at the end of 1974. It was part of a visit to a number of institutions of the USSR Academy of Sciences under the terms of the exchange scheme with the Royal Society. I spent my time officially working in the Institute of Geology and Geophysics, but I also talked and lectured (mainly on the British educational system) to a variety of English language students and teachers at the university and at the English club in the "House of Scientists".

These additional activities gave me a more general picture of Soviet education, particularly at university level, and of the views of students and teachers. My contacts with these groups helped to enliven my visit—after several weeks the academic town, with its 20 or so institutions, its 20,000 scientists and its lack of entertainments, became highly claustrophobic.

At secondary level Soviet education is carried out in comprehensive-type schools whose pupils follow a general syllabus that includes compulsory foreign languages. For many people in Britain it is less the comprehensive aspect of Soviet schooling that has provoked recent interest, than the existence of many "special" schools.

The most famous of these is the Physics Mathematical School at Novosibirsk, which draws gifted pupils from towns and villages in the "Eastern territories"—Yakutia, Transbaikalia, Chukotka and Kamchatka. These children are discovered as early as regular mathematical competitions, and the best are invited to join the school as boarders, returning home only for holidays. They are given uninterrupted progress to university and many go on to become research workers in the institutes. There is no doubt that the Soviet Government, whatever their official line on equalization, has been trying to find and nurture the scientific and technological talent on which their material advance depends.

Less intensively selective than the Physics-Mathematical School are various others for English, French, German and music. The English school at Novosibirsk was obviously popular with many scientists I met, and a number of them had children at it. The standard of English seemed high; one girl who had attended the school, the graduate daughter of a scientific colleague, was able to translate most efficiently for me and her Russian-speaking parents, although she had left it some years before.

To find out what the secondary schools were like was obviously impossible on my kind of visit, but a conversation I had with a young English teacher at the university was revealing. We discussed his salary and working conditions, which seemed poor in comparison with those of some of the institute scientists who teach part-time at the university. He pointed out that he could earn a lot more money in a provincial school in Siberia, but that his thought of working in one was intolerable. The teachers were "bandits" rather than anything else; there was constant fighting among the boys, who learnt slowly and reluctantly. Nor could the girls write into the others; could they discuss or even condemn the "teacher" from a position of pedantic aloofness. We could thus see that the schools were colourful or otherwise in a way that might be used as elsewhere. It seems that in the USSR as elsewhere there are schools and areas which drive productive teachers away.

A different, though still subjective, view of the possible scope and weaknesses of Soviet schooling came from talking to students (usually of English) at the university. They were eager to know about the west, but appeared to be largely ignorant of the complexity of its economic, political and social life. Of China they could tell me nothing, and of Africa they appeared to know only the barest facts.

Left : With a little help from his friend, the founder and head of Science City lectures to students. **Right :** Science City in winter.

These sincere students and teachers also lacked knowledge of modern western culture, and especially of recent western literature. A young woman English teacher at a university asked me for a list of "who was being read at the moment in the west" — a daunting request. My list of about 40 authors included communists, marxists and black Africans, but only a few of the names on the list were recognized. I found it rather dreary that *Agatha Christie* seemed to be the only writer that both students and teachers had read, and enjoyed. My conversation with this teacher, and with other members of the group of people, seemed unrepresentative of overall Soviet education. It turned out to be at least. Soviet that, up to now, has been looking with little emphasis on the outside world and its recent cultural developments.

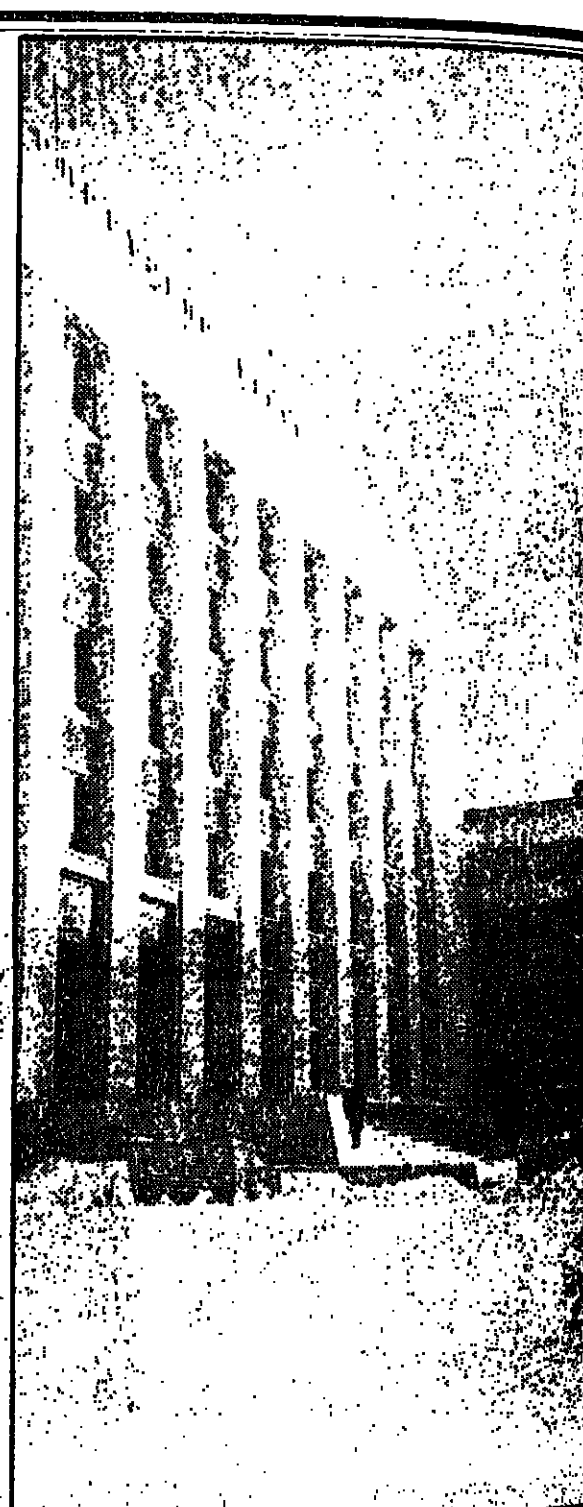
Entrance to university is selective, insofar as it is based on school performance, though there appears to be no equivalent of such highly formal O and A level examinations. University courses are lengthy, on the continental pattern, and usually last five years. It was also told that the number of students entering first-year courses in my own subject, geology, at Novosibirsk was determined by projected estimates of manpower requirements; this would normally also apply to other science subjects.

The organization and content of courses at Novosibirsk University is interesting, partly because it is atypical of Soviet universities. Science and engineering predominate; the large group of English-language teachers

I must mainly provide service courses (all students must study a foreign language) or specialized courses for linguists and simultaneous English-Russian translators. Students in this last category had all been trained initially as scientists, and I was told they were of top quality. In addition to language studies they attended courses in such topics as British history.

Equipment available for teaching English was oddly mixed. A well-equipped language laboratory contained a large store of tapes (including one of me reading short texts in chemistry) for individual study and for teaching. But class I attended for second-year trainees simultaneously used a tape and little more than old, tatty Agatha Christie novels to provide them with a background of "modern" English. I spent an evening attempting to explain such phrases as "He thought he'd take her on..." It was interesting and slightly amusing, but I felt that such material was hardly adequate for the training of interpreters of specialized scientific and technical English.

For the science and technology students the training becomes more and more specialized after their second year. At this stage they are taught mainly through lectures given by the research workers from the institutes, who visit the university part-time. These research workers also supervise the advanced practical work carried out by the students in the institutes. By the time their five-year courses are ended the best of the students are already specialists who may have produced, or helped



EXTRA

MUSIC AND DRAMA

THE FIRST SCHOOLS PROM

The best of the best—and how an acceptable programme juxtaposing classical music, folk and jazz has been constructed for the occasion on November 4, described here by Geoffrey Russell-Smith

Take a selection of the best groups from the National Festival of Music for Youth and build their performances into a Schools Prom to be held at the Royal Albert Hall—a dauntingly simple proposal put forward by *The Times Educational Supplement*.

The National Festival itself, previously reported in detail in these columns, was originally organized and financed solely by the Association of Musical Instrument Industries, and within the first three years of its life became an established and unique feature in the nation's school music making.

At its two, and later three days, of finals some of the country's finest groups of young players (orchestras, chamber ensembles, bands, recorder ensembles and so on) performed in front of a panel of experienced adjudicators whose task was not to award marks, but provide through their comments and remarks sheets a further fine cutting edge of self-criticism and musical awareness to add to that provided by the coaching already received from their own teachers.

An award for an outstanding performance at the finals of this Festival quickly became accepted as an accolade in schools music. At the same time adjudicators and sponsors became increasingly concerned that the extraordinary efforts of those young players who were not more widely enjoyed or even known about by the general public. Many music teachers were uncertain as to the exact nature of the festival. The TES joined the AMI two years ago in sponsorship and provides both financial help and a direct link with the news media.

The executives from the supplement who attended the festival were impressed by the performances in all sections and proposed bookings at the Royal Albert Hall for the first of the Schools Proms. This was not merely a matter of presenting the music to a wider public; it was a way of demonstrating to other schools the standards which could be achieved by their pupils. It was the opportunity and the right sort of training. The wider teaching reached a general audience could be reached, they realized, if the program itself were recorded by a commercial recording company and used

However, the programme had still to be constructed. Those of us who met to discuss its content were faced with many problems, not the least of which was a basic musical one. None of us wanted "Friday Night is Music Night", but at the same time it was felt that it must not become a programme of purely serious music or even of items by the larger groups; we must somehow present the tiny recorder consort and the chamber group in the vestments of the RAH concert arena.

Equally, the presentation of purely the outstanding award winners from each section would defeat any attempt at building some kind of shape into the overall musical content of the evening. Indeed, it was immediately apparent that from award winners and the best of the rest we had enough first class music to produce two if not three programs all equally representative and of a superbly high standard.

Our task must be to cull and edit almost as though the poem were something unconnected with the

Continued overleaf



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In This Week's T.L.S.

Christopher Hill and the burden of proof by J. H. Hexter

The private life of Karen Blixen

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Pauline Kael,
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Woking County Grammar School for Girls' Orchestra. They will play Beethoven's Coriolanus Overture at the Schools Prom. Although a comparatively small school of under 800 girls, some 200 of them are in orchestral or choral societies, or in some form of instrumental work.

Continued from previous page

festival and its awards for special and outstanding performance. At the same time we must still say to teachers and pupils in all the varied forms of school instrumental music: this is what can be done—this is possible.

On a more pragmatic level, while it might seem musically apt to follow a wind quintet with an item for large string orchestra, we certainly could not afford the disastrous luxury of six or seven minutes of nothing between the items while chairs and stands were re-arranged.

Anthony Hopkins, the principal composer for the concert, was present at our discussions and, being an old hand at the tricks of the Albert

Hall, suggested using a rostrum in the centre of the arena for the chamber groups thus providing them with an individually lit *chambre* while allowing greater freedom on the stage for changes of setting.

Thus, within the structure of the physically possible, a programme was drafted occasioning sometimes heated discussion among the panel of festival adjudicators present. It was agreed that, almost by definition, the evening had to contain such disparate elements as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach were not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing and matching. Here you meet the group agreed that it was not positively in the end they derived from other

Our biggest music director the fact that there were performances of such high quality that we hardly dared to say that we were not doing it all night. Almost as if the juxtaposition of such concert genres was a piece in the same key as far rhythmic qualities as follow each other; what one feels as if the new merely a continuation of

Stylistically the bringing of a junior steel band to band could easily produce a slackening of music which, in spite of the quality of both, would establish a "light music" the whole aesthetic would drop.

The final programme, left, gives our solution various problems. No award for a better we are sure that this venture will be a major award in raising the participation and enjoyment of instrumental music-making.

A recording of the Prom by K-Tel Records, will later, half the royalties will go to music groups rest to finance another year.

For details of broadcast concert, see the relevant television programmes.

EUROPA CANTAT 6

Europa Cantat, the major choral festival held every three years by the European Federation of Young Choirs, is scheduled to take place in Britain next year. This will be the first time since the festival started in 1951. Almost 3,000 people from eastern and western Europe, the United States and Israel, will meet at Leicester in early August.

The festival is non-competitive and has three main elements. The first is communal singing, when all the participants meet and sing a large variety of pieces from a specially produced international song book. The second is "studio work", in which five to 10 choirs rehearse major works for performance. The third element takes the form of concerts staged in and around the host city by individual or combined choirs.

The British Committee for Europa Cantat 6, chaired by Andrew Fairbairn, director of education for Leicestershire, have been working for 18 months on the organizational, artistic and financial aspects of the festival. The amount estimated necessary to stage the festival is £80,000, and although many generous donations have been received, this target has not yet been reached. Anybody wishing to participate in the festival or to contribute towards it, may obtain further details from Mr D. Hughes, Organizer for Arts in Education, Leicestershire County Council, County Hall, Glenfield, Leicester, LE3 8RE.

Juliet Solomon

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SUITABLE SOIL FOR GROWTH

Payne, head of music department, City of Birmingham College of Education, discusses the education of the musically gifted.

of musical young people they are not otherwise available. This, however, begs the real question and we will return to it later. As with most things musical, words are as often a hindrance as a help and attempts at identification bring on a veritable glut such as musically inclined, biased, interested, alive, gifted, talented, alert, perceptive, sensitive and so on.

If we go on trying to arrive at this sort of definition, it is unlikely that we shall ever get round to actually doing anything else at all. If, however, we make the primary assumption that to be human is to be musical, it follows that this quality varies in degree between individuals.

Some possess it in a marked way and develop an ability with which to express themselves through music that is far beyond what is achieved, or even aimed at, by most men and women. For such people, involvement in music becomes a major element in their lives.

The group under discussion clearly fitted this description although it should, perhaps, be stated that even the strongest musical focus does not necessarily imply a vocational one.

Agreed between 15 and 19, individual members had generally given a good deal of thought to their future. Languages, science and teaching of a general kind featured just as prominently as music or music teaching in their plans. Why then do we need to make special arrangements to meet their needs?

It would be easy to fall into the trap of qualifying the word needs by emphasizing musical needs, but our first young friend put emphasis on meeting other people and making friends, the second underlined the significance of everyone enjoying it, in a very special sort of way.

We are reminded that above all else, music is a human activity. For those who possess its force to the degree described, it becomes even more essential to share it with others and be nourished by regular contact with those similarly endowed.

The musical opportunities must form part of the provision. It is the music that makes the coming together purposeful but it is important that we should not at any time lose sight of this child-centred view. What we provide should be provided primarily for the benefit of the child at that time and with no strings attached.

Society does, of course, benefit too, but perhaps this aspect is best seen as a happy by-product. We shall no doubt welcome all who arrive at a sense of fulfilment and personal identification whether they ultimately become teachers, dentists, postmen or professional musicians.

A view as broad as this must inevitably include the implication that special provision of this kind should not normally set out to detract from, or attempt to replace, the native environment and everyday life of the individual concerned. It is worth returning to the "interesting things". It was this reference, placed alongside the rather taken for granted piano lessons, cello lessons and "not the just straightforward playing of pieces and practice" that was given as a significant part of a reason for spending most Saturdays for eight years at the school.

As a statement it verges on the naive, particularly coming from a relatively sophisticated and intelligent 16-year-old girl. More the sort of language one might expect from a very young child who had spent the afternoon playing with plasticine or paints.

On reflection, however, the analogy is appropriate. This particular school features a strong core of imaginative musical activity, including group improvisation and composition. The pupils are encouraged at all stages to explore, experiment with and manipulate the materials of music. They may refer to it as "composition" or "musicianship" but "interesting things" describes these wordless wonders well enough.

The "everything" that "everyone plays and... enjoys without envying them in some way" is derived from this aspect of the work. As well as the piano lessons, the cello lessons, the orchestra and the good, sympathetic and stimulating company, there is a dimension that can be seen to exist firmly in its own right... music itself.

It is curious how we so often refer to the performance of music as being "musical". Perhaps we should accept that attempting to define the indefinable usually proves less rewarding than getting on with the task of nurturing, that which we are more able to value inwardly than describe outwardly. It may be that these particular young people should consider themselves lucky. It would be nice to think that for all those like them, there is a place... somewhere.

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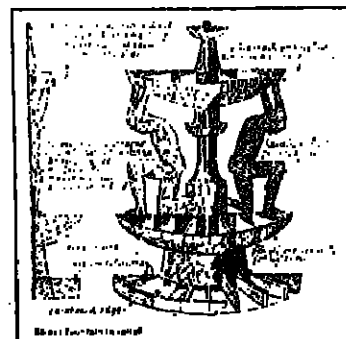
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Mr Bop and two huns from "Mr Bop's Shop" pay a morning visit to a Liverpool infants' school.

PRIORITY EVERYMAN

A Merseyside experiment in community education threatened by the economic cutback. By Peter Brinson

Real danger threatens the theatre in education movement. As one of the newest educational resources, the methods and values of which are often questioned as they are misunderstood, these young professional companies are among the first economies considered by education committees forced to reduce already inadequate budgets.

Among companies immediately in trouble are Coventry, which pioneered the movement from the Belgrade Theatre 10 years ago, the team at the Octagon Theatre, Bolton, and the Priority Everyman Community Theatre, Liverpool.

Since the Coventry and Bolton companies are two of the most experienced in the business they might have been thought fairly safe. Nor so, it seems. Funded from local authority money as most companies are, their threatened situation well illustrates the future in store for many power services in the current cutback.

It suggests also that last-in-first-out rules or percentage cuts across the board are short-sighted when applied as economy measures to small young services still counting their budgets in hundreds rather than thousands of pounds.

These services need fostering against the future, if only while marking time. To do otherwise is to throw away years of pioneer effort, sacrifice a development which has much more to give to the quality of life (including unemployed life) than has yet appeared, and scatter teams and experience which cannot quickly be re-assembled. The result is not economy, but waste.

What, then, can these teams give which makes them so worth keeping? Priority Everyman, in Liverpool, sums up the plus and minus. It consists of a company of six—four actors and two seconded teachers—under the direction of Paul Harman. It is unique in the sense that it is the only company brought into being specifically to work in an officially designated area of social and educational disadvantage.

Launched on January 1, 1973, with funds mainly from Gulbenkian, but also from the Everyman Theatre and Liverpool Teachers' Centre (formerly called Priority), the Priority Everyman Company is based at the centre but administers the scheme attracted Gulbenkian interest because of the foundation's belief that the arts, including theatre and drama in their widest sense, have a contribution to make to inner city areas and areas of special need or concentration which, as yet, has hardly been explored and is only dimly perceived by those involved. If true, this means that the arts in such areas should command a top priority for funds rather than the low priority and cutback they now receive. Merseyside, in every sense, is such an area.

The present crisis in Priority Everyman's affairs thus arises not

from any criticism of the company's work in the classroom but from economic cutback and a consequent decision by the education authority not to assume financial responsibility once grant funds run out at the end of March next year.

The authority's reluctance could lead to the disappearance of a unit which has begun to show a valuable, all too rare, additional resource for educational priority. In so new a context three years' experience can only indicate possibilities: it cannot demonstrate the full potential service to schools and parents, children and adults within a clearly defined, intensely deprived community.

Today this service reaches 40 or so infant and junior departments, seeking "to use the child's social environment as a learning resource". Work, of course, follows the school year, programmes taking the form of dramatized events based on a community-orientated theme often inspired by something in the news or a local talking point.

The team created its classroom programmes slowly, beginning with a number of visits to each school to establish confidence and a working relationship. Not all the early visits, therefore, were for programme purposes but rather for liaison, for informal discussion, to give individual drama lessons, or help or attend a school function. A particular aim was to find at least one member of staff with whom a personal and continuing collaboration could begin.

In this way the team attempted a 100 per cent coverage of schools originally grouped together for another purpose. Thus from the start they were operating in a manner contrary to normal TIE practice. Most teams would expect to serve only a fraction of schools in their catchment area.

Priority Everyman has tried to reach every class and teacher in the chosen schools, within that is, the unique framework provided by Priority as inheritor of the Liverpool EPA. Having reached its teachers and children, the team has tried to learn the lessons slowly building a body of experience about work under the special deprivations and rewards of educational priority. To date nearly a dozen projects, or programmes, have been created: *Television—Box and Bogen* encourages a critical awareness of what goes into the making of television programmes; *Top*, a half-day programme for top juniors and first year secondary pupils, explores through a dramatic game the idea of work in society, its meaning, value and rewards; *What happened to the Postman?*, a drama programme for one infant class lasting about 30 minutes, performed in hall or classroom without fixed script so that it can be adapted to particular surroundings. Other programmes deal with *Transport*, *Coal*, *Mass Media* and so on. The pattern is clear.

Each programme takes at least

three weeks to research and prepare plus discussions with teachers which often lead to substantial changes. It has been remarkable how varied can be the expectations of teachers before a programme and how often after a programme there is pleased surprise at individual responses—the commitment of what have been marked down as naughty or inattentive children; the emergence of fluent speakers from the ranks of poor writers.

Success in the form of response comes more readily with the youngest children; and it has not been easy always to maintain an adequate teacher contact in EPA conditions. About 15 per cent of teachers contacted changed schools in the scheme's first year. Fire heads did the same and five schools moved into new buildings.

Of the 22 teachers who attended the team's first workshop on the use of video, eight were no longer working in the same school a year later. Nevertheless, the team has attracted a growing number of teachers to its regular weekly drama workshops supplemented by drama courses under the aegis of Liverpool Teachers' Centre. In addition, it has developed a significant circle of friends, geographically and socially representative of those serving the five to 11 age range, will participate in the survey.

What sort of working definition will the survey adopt? This question really invites another—where does drama begin and end in school? It is recognizable in improvisation and in children's creative movement, but equally perhaps where infants dress up from the prop box or play imaginatively in the sand tray. So many curricular activities involve the ability to take on dramatic roles and encounter dramatically new situations and possibilities of self that pragmatic approach is necessary.

Such an approach underlines the complex relationship between drama and the curriculum. Because drama is so pervasive, it makes an important contribution to the total education of children but at the cost of uncertainty regarding its own definition and assessment. Consequently, basic questions lack satisfactory answers. How does drama relate to the changing needs and abilities of children? What kinds of structure and development are appropriate?

Between five and 11 children move from the dramatic possibilities of role and role-play towards a more realistic relationship with language and a developing capacity to create, explore and understand within dramatic situations. But it is difficult to find consensus on the meaning and relevance of drama as a curriculum subject with its own developing qualities and skills for this age range.

The potential contribution of drama to children's development and learning is therefore often underestimated. When the Bullock report considered the obvious and strong relationship between drama

BEGINNERS PLEASE!

The Schools Council Project Drama 5-11.
By Tom Siabler, director



At this age, where does drama begin and end?

In recent years increasing recognition of the importance of drama in education has led to pressure for a more complete understanding of its nature and function and for clarification of its aims, methods and assessment. For despite expansion and development in the field, there is still uncertainty over these fundamental issues.

The Schools Council drama sub-committee have been concerned to improve matters and last year originated a major research project for the 10 to 16 age-range. But in turning their attention to the younger age groups, where the situation is perhaps more complex, the committee recognized the need for a greater awareness of present practice as the basis for a preliminary clarification of the difficulties.

A one-year survey was recommended to study the kinds of drama being done and the objectives and values as seen by teachers. In particular, how they observe and foster the usefulness of dramatic activity in terms of children's educational experience and development. Forty schools, geographically and socially representative of those serving the five to 11 age range, will participate in the survey.

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A SCOTTISH MAGAZINE

International interest in ID (Information Drama). By Jean Reid

Hopes that the Scottish Education Department will recognize the need to establish a national centre for information on drama in education in Scotland were expressed in a recent issue of ID, the magazine published by Moray House College of Education and edited by Mr Gareth Wardell, a member of the college drama department.

Since the magazine appeared last year, it has built up a subscription list of over 1,000, a number far beyond the total of drama teachers in Scotland. It is bought by individuals and local authorities, and read not only in England but also overseas. Contributions, now coming in at the rate of one a day, show the spread of interest in drama in education—in primary and secondary schools, colleges and further education, as well as theatre groups.

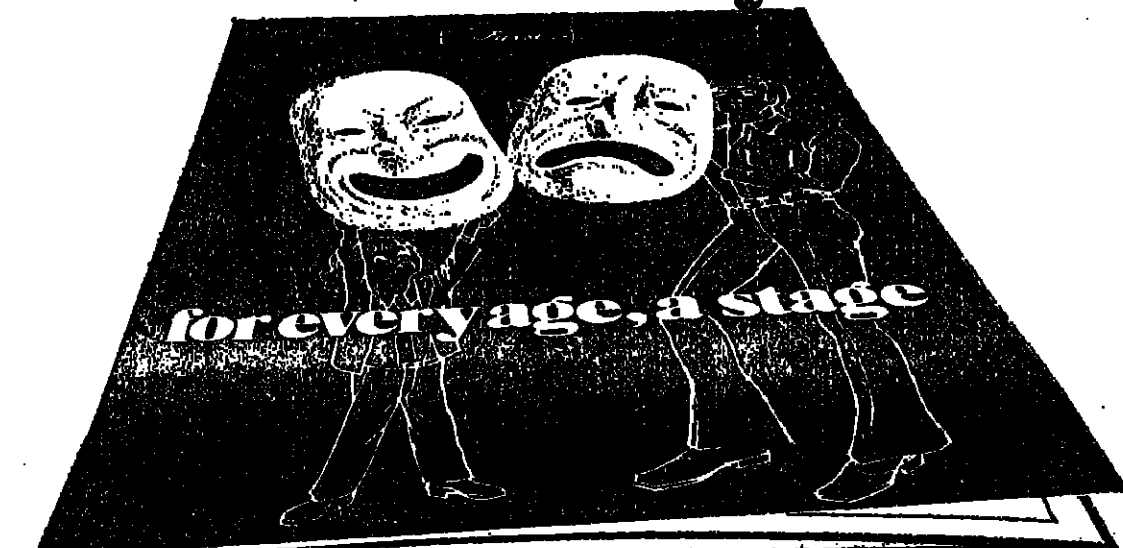
And ID's existence has focused attention on the need for information at all levels, for the Moray House department has been receiving an increasing number of calls from non-drama teachers working in all fields and drama specialists concerned with education, all wanting to know where to go for advice and materials. This growing demand, the magazine suggested, emphasized the urgent need for a central clearing house to serve as a single link locally and nationally, and the hope that the SED would set up a centre somewhere in Scotland.

In the present economic situation it is admitted, that hope is likely to be long-term. However, ID itself is partially freed from financial worries by a grant from the Calouste Gulbenkian Foundation which will offset the 25 per cent rise in costs and allow some expansion, particularly in the build-up of a comprehensive library. Already the magazine receives about 20 books a month for review, but if it is to provide a proper information service it must have a full range of materials available for consultation.

Started with a £100 grant from the college, the magazine has managed to break even so far by charging £1 for three issues. It even continues to pay contributors for articles and book reviews. But its surprising success would seem to depend on its friendly approach, its attractive presentation and its wealth of interest.

The summer issue, for instance, outlined specific projects for primary and RSLA pupils, discussed the use of drama in special education, described a theatre arts centre and a children's theatre. The current issue has articles on drama and CCTV, on the National Theatre for the Deaf, and on several aspects of work with puppets.

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CULTURE FOR DEMOCRACY

The arts centres and the schools. By Alec Davison, director, Cockpit Theatre and Arts Workshop

There are 400 new arts centres all over the country which have grown up in the last 15 years. The recently formed National Association of Arts Centres estimated in their submission to the Lord Redcliffe-Maud inquiry into future support for the arts that by the late 1980s this figure could exceed 1,000, even despite the economic hiatus. Here is the fastest growing field of arts work in Britain and one that beside the development of theatre-in-education, in the broad sense of the recent Gulbenkian report, is slowly transforming our concept of making the arts accessible for every man at all stages of life.

The arts centre movement springs from the same socio-political seeds that generated the comprehensive school and the rediscovery of community awareness. It is a piecemeal, grassroot, spontaneously combusted campaign, led by local creative firebrands, often against great odds. But it is winning through. The arts centre has been recognized by the Labour Party in its new discussion paper on a policy for the arts as the area of our greatest hope for the democratization of culture.

Yet it is sadly true that the education service is in general still oblivious of its enormous potential. While the Schools Council and the Department of Education and Science recently undertook surveys of museums in education and actors in schools, they have formally refused to survey the even larger untapped national resource of arts science in ways that could encourage recognition and support from I.E.s and their secondary schools. In the framework of a movement that is essentially educational and which aims to build bridges between ages, classes, community divisions and arts this is a great loss. For with the interaction of secondary schools and the local arts centre, here would be an ideal way of bridging that gap between arts activities in schools and the art culture of the adult world.

With that gap remaining, most of the good arts work in the secondary school comes to nothing in terms of continued involvement. A survey by the Greater London Arts Association, one of the national associations who now cover England and Wales to coordinate regional affairs, showed in the early 1970s in one London borough startling evidence of the fall-out among those young people enthusiastically engaged in extra-curricular school arts activities, by some three years after leaving school.

This loss also has considerable effect on the work of an arts centre. Instead of creative and expressive activities being a normal continuation of processes in which we have all been initiated at school, as with libraries and sports centres, they have to be pioneered anew by every arts centre with a missionary zeal often hidden under a clown's cap and bells. It is this concern that distinguishes the new arts centre from the older amateur clubs or the solely performance-orientated new theatres of the 1950s.

Now, in distinctive style, most centres use their base as a springboard into the neighbourhood or region and in some fashion take to the road. From the Beaufort Centre in Devon, the Orchard Company tours are launched into pubs, church halls, seaside resorts and rural towns. The Breconshire theatre company realises from their centre into coal-mining towns in the valleys and villages in the hills. In London Inter-Action have their buses for the streets and the Bubble Theatre have their tents for the parks.

But the region is not the only determining factor that makes each arts centre totally different from each other, so that there is no plan or centre that is "typical". Buildings vary, some are novel conversions, others purpose-built.

Some centres are solely for amateurs to take part, some only present the work of professionals, many mix the two. There are those that are bound mainly to one art form, aiming at excellence, others as community expression, with no arts barriers. Some are for every age group, others primarily for young people, or students, or the middle-aged. Some are funded by



The Cockpit Outreach Community Arts team on a tour of Westminster youth clubs with a project on football hooliganism.

trusts, others by the Arts Council, more by local authorities, some by all of these.

What, however, will be common to them all and is well reflected in the new Central Office of Information-DES publication *Arts with the People* is the exuberance, commitment and *joie de vivre* of such enterprises contrasting often with the grim social situation where they find themselves. Here there will be genuine recreation, a most positive and fulfilling use of leisure that brings people together in celebration as well as earnest concentration. Here we can give feelings a form in symbolic ways, drawing upon the often much neglected lower worlds of our experience that are so frequently devoted in deadening jobs that only suppress real individuality. Here is something to live for. It is no exaggeration to claim that a nation's health is witnessed in the quality of life as expressed through the sharing of its creative endeavours.

This certainly is the claim of the National Association of Arts Centres. "It is our conviction that the spontaneous development of this field of activity in this country, in Europe and in America is not only the expression of a deeply felt need, but is central to the quality of life of each individual within the community. The establishment of arts centres will be of the same social and cultural importance in the last quarter of the twentieth century as the creation of a free library service was in the first quarter, and the development of universally accessible continuing education was in the mid-century. The social and cultural importance and usefulness of the arts, as well as their educational and humanistic role should be made increasingly clear to the general public and funding agencies alike."

The education service of all areas of society should need the least persuasion of this truth. Yet the blatant lack of support and encouragement by many I.E.s for the arts centres in their region is in many parts of the country little short of disastrous and more than shortsighted—because it prevents any possibility of fruition from what might be budding in the senior part of the secondary school. The effort and dedication of arts teachers is so frequently wasted and the potential of school leavers blunted when the end of school means the end of contact with the arts for a lifetime.

Many arts centres could be used much more fully during the day time. Frequently they are well equipped, are involved with practising artists and have contacts with lively animators and creative stimulators in a wide variety of arts media who have much to offer young people or adults. Here would be a specialist working space, often available for a whole day, that would act as a resource of complementary education for many schools and colleges.

Few schools are geared to the possibility of a class group working for a whole day in a workshop or studio and yet, as many arts tea-

chers know, this is the only way of exploring a concern in the arts to any depth or meaning. Single periods on the timetable circus are invariably non-starters. Not only is this a stimulus for the pupils but for the teachers too. Here is a chance to work with creative staff from the arts centre itself, a relevant form of in-service education; new ideas, approaches and techniques are experienced and the pupils seen in a new light.

A few educational authorities have already been far-sighted enough to appreciate some of their needs in providing a centre both as leaving and as a bridge. It was probably Aberdeen with its Children's Theatre that led the way but in the past 10 years over 20 centres have been built or converted often within youth service finances. More recent arrivals are the purpose-built Bryce box in Kingston, the converted church at Willesden for Moonshine, an offshoot of Theatre Centre, and Llanover Hall in Cardiff.

As financial difficulties burgeon in undertaking major new ventures, many authorities are now adding to their specialist arts teachers centres, whether in drama, music or art, staffing for evening and holiday projects with young people as well as—outer London in Barking, Havering, Newham, Redbridge and Waltham Forest are especially active in this. Rightly the Inner London Education Authority have possibly been the most active in this field. In the 1960s they hoped to build or convert a youth arts centre in every borough. They are now half way there. Of these, the Greenwich Young People's Theatre and the Cockpit Arts Workshop field over 30 full-time members of staff each and remain open seven days a week for 50 weeks of the year; Greenwich in a converted church and the Cockpit in concrete and brick purpose built.

Such enterprises point the way to the future. They emphasize that an arts centre is a peculiar blend of social service, education, leisure and entertainment provision.

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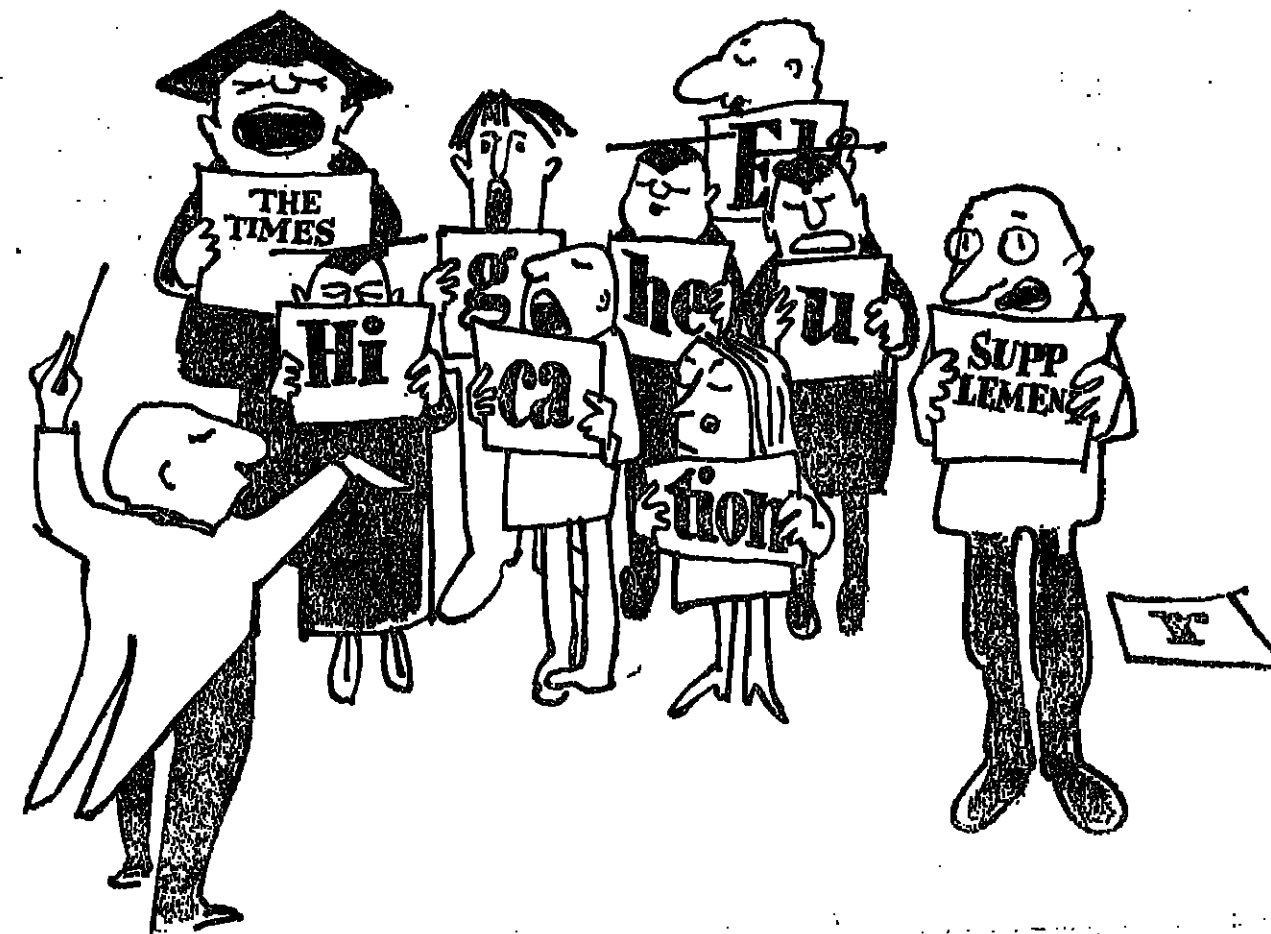
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Senior Lecturer £9,783-£11,698

In addition, members of the academic staff may engage in a limited amount of professional work outside the College duties.

Conditions of service include access to a superannuation scheme, six weeks annual leave plus public holidays, three months long service leave on the completion of seven years service, sick leave, assisted study leave.

The commencing date normally would be 1 January 1976, but this is negotiable.

Detailed applications, including a curriculum vitae and names of three referees, should be submitted to: Migration Liaison Officer, Western Australia House, 115 Strand, LONDON, W.C.2.

Further particulars may be obtained from the above address. Closing date for applications: 21st November, 1975.

HUNTINGTOWER SCHOOL Melbourne, Australia is seeking a PRINCIPAL

• Coeducational school for children of Christian Scientists
• Subprimary to University Entrance Standard
• Day and Boarding
• 200 Students
• Qualifications: Christian Scientist, Appropriate Academic, Teaching and Administrative qualifications and experience.

• Terms and Conditions: Subject to negotiation
• Date of Commencement: Negotiable
• Applications or enquiries to: The President, Huntingtower School, P.O. Box 192 Mount Waverley 3149 Victoria Australia.

LIBYA AND JAPAN

There will be vacancies for Teachers of English as a Foreign Language at the International Language Centre Schools in Tripoli and Tokyo.

lets this year and early next year. Experience appreciated but not essential. Candidates must have a degree or carl. ed. Four week training course in London. Contracts: 1 year Tripoli; 2 years Japan. Outward and return fares paid. For further information contact Teacher Selection Department, International House, 40 Shaftesbury Avenue, London W1V 8JL. Tel. 01-437 9167.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY YOUTH LEADERS IN BRITISH FORCES GERMANY

Applications are invited from suitably qualified and experienced men or women to fill a further 2 posts in the British Forces Youth Services. Youth Leaders are required to serve at a wide variety of youth centres and will be required to concentrate their efforts upon the leisure interests of the young people who live in local quarters near army and air force establishments. Engagements will be for 3 years and it is hoped that successful applicants will be available as soon as possible.

SALARY will be in accordance with the 10th Report of the Joint Negotiating Committee for Youth Leaders and Community Welfare Workers. In addition, a London Allowance will be paid together with a tax-free Foreign Service Allowance.

SUPERANNUATION. The appointments are superannuable under the Teachers' Superannuation Act.

Requests for application forms and further details should be made to the Ministry of Defence, CM(S)4(L), Room 342, Ligon House, Titchfield Road, London WC1X 8RY, and completed application forms should arrive no later than 10th November, 1975, quoting reference AW/1382.

TEACHER OF ENGLISH AS A FOREIGN LANGUAGE Required for Short Contract 1 January, 1976-30 April, 1976 in Moscow

Qualifications: Degree and teaching qualifications or Certificate of Education, knowledge of spoken Russian essential.

Employed by Swedish-based adult study organisation. Fares to and from Sweden and between Stockholm and Moscow paid.

Full briefing in UK before departure. Departure early January, 1976. Three-month teaching period in Moscow.

Net income during period of employment c. £300 per month.

Further details and application form from: THE BRITISH CENTRE, 33 PALMEIRA MANSIONS, HOVE, SUSSEX BN2 2GB.

Applications must reach us before 8 November.

The British Council

Invites applications for the following posts:

Head of Primary (Colombia)

Anglo-Colombian School, Bogota. Qualified teacher with at least 3 years' recent UK primary experience; single; preferably Spanish speaker. Salary: Burnham Scale 3. Benefits: school doctor; employer's portion of UK superannuation. Two year contract, renewable. 75 US 157

Lecturer in English (Peru)

National University of Trujillo. Graduate (man preferred) with TEFL qualification and experience. Salary: £3385-£4264 pa, tax free. Benefits: overseas and children's allowances; free furnished accommodation; medical scheme; employer's portion of UK superannuation. Two-year contract. 75 UU 117

Teachers of English (Portugal)

Anglo-Portuguese Association, Oporto. Degree in English/Modern Languages and ELT experience; TEFL qualification an advantage; candidates preferably single and under 30. Salary: £2160-£3085 pa approx. Benefits: medical scheme. Two-year contract, renewable. 75 SO 69-72

Senior English Teacher (Nigeria)

The International School, Ibadan. Coeducational, age range 10-18 years. Degree, teaching diploma and minimum 3 years' relevant experience. Preferred age range 25-35. Salary: £2553-£4603 pa, approx. Benefits: free furnished accommodation; free medical service. Two-year contract, renewable. 75 HS 144

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA HEADSHIP

APRIL 1976

MIDDLE SCHOOL, OSNABRUCK

IN THE FEDERAL REPUBLIC OF GERMANY

Applications are invited from appropriately qualified and experienced teachers for the Headship of a new, purpose-built Group 6 Middle School, to cater for children (boys and girls, in the 9 to 13-year age range) of British Servicemen and sponsored civilians temporarily absent from the United Kingdom, and located in the vicinity of Osnabrück, West Germany.

Selection will be by interview and the successful applicant is expected to take up the appointment on April 1, 1976, although the scheduled
